

STUDENT AFFAIRS



- Vice President for Student Affairs
- Associated Students, Inc.
- Athletics Academic Services
- Career Center
- Dean of Students
- Disabled Student Services
- Educational Partnerships
- Financial Aid
- Guardian Scholars Program
- Housing and Residence Life
- Intercollegiate Athletics
- International Education and Exchange
- Judicial Affairs
- Leadership and Multicultural Development Programs
- New Student Programs
- Student Academic Services
- Student Health and Counseling Center
- Student Life
- Technology Services
- University Learning Center
- Women's Center/Adult Reentry
- Assistant Deans for Student Affairs

2008-2009 Annual Report



CALIFORNIA STATE UNIVERSITY
FULLERTON



CALIFORNIA STATE UNIVERSITY, FULLERTON

Office of the Vice President for Student Affairs

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December 2009

Dear Reader:

Student Affairs has had another year of significant accomplishments and achievements. Above all, we have maintained a continued sense of purpose and direction in advancing our mission. As part of our ongoing evaluation efforts, each department in Student Affairs has compiled information on its accomplishments and continuing challenges of the past year as well as goals for 2009-2010. In this 2008-2009 Annual Report, you will read about the many activities that have been undertaken over the past year by the departments in Student Affairs and by the organization as a whole. This Student Affairs Annual Report includes the executive summary of each department's annual report; for more detailed information, contact the Vice President for Student Affairs Office, Langsdorf Hall 805, 657-278-3221.

Efforts made by the directors and staff in each department have made positive contributions to the nature and quality of student life on campus. I believe that Student Affairs at California State University, Fullerton remains among the nation's best in providing quality student services, and high quality educational support programs. Please take the time to read about our accomplishments of the past year and about our goals for 2009-2010. We are pleased to share this information with you.

Sincerely,

Robert L. Palmer, Ph.D.
Vice President for Student Affairs

THE CALIFORNIA STATE UNIVERSITY

Bakersfield / Channel Islands / Chico / Dominguez Hills / East Bay / Fresno / Fullerton / Humboldt / Long Beach / Los Angeles / Maritime Academy
Monterey Bay / Northridge / Pomona / Sacramento / San Bernardino / San Diego / San Francisco / San Jose / San Luis Obispo / San Marcos / Sonoma / Stanislaus

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This report prepared by the Office of the Vice President for Student Affairs, California State University, Fullerton
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Cover Pictures Provided by (in alphabetical order): Dean of Students Office, Edward Salas, Jaime Hamilton, Je'nell Griffin, Kelly Lacefield, KinderCaminata Board of Directors, Patrick O'Donnell, Rikka Venturanza and Steve Robitaille.

CALIFORNIA STATE UNIVERSITY, FULLERTON

STUDENT AFFAIRS MISSION STATEMENT

Student Affairs enhances and supports the academic mission of the University. The Student Affairs mission encompasses the dual paradigms of student development and student services, and includes building alliances between the classroom and other aspects of campus life. As a partner in the educational enterprise, Student Affairs contributes to the comprehensive educational experience of students. Through myriad services, programs and activities, the intellectual, vocational, personal, social and cultural development of all students is encouraged. Through these programs and services, students are assisted in acquiring the knowledge, skills and insight that facilitate life-long learning, a sense of personal and interpersonal competence and human understanding.

As a resource for students, administration, faculty, staff, alumni and the broader community, Student Affairs provides a wide variety of university services. These services meet the needs of students as they progress through their college experience and also include problem solving, research assistance and consultation. With a diverse and comprehensive set of responsibilities, Student Affairs contributes to the campus community a special perspective about students, their experience, and the campus environment.

STUDENT AFFAIRS SERVICES TO STUDENTS AND THE GREATER CAMPUS COMMUNITY

- Assist students in the successful transition to college.
- Encourage development of positive interaction among students and a sense of community within the institution.
- Design opportunities for leadership development.
- Provide opportunities for recreation and leisure time activities.
- Help students clarify career objectives, explore options for further study and secure employment.
- Create opportunities for students to expand their aesthetic and cultural appreciation.
- Provide services that support the educational, career, social and recreational objectives of students with disabilities.
- Provide health services for all registered students.
- Provide personal and educational counseling services to students.
- Ensure the orderly and efficient administration of residence life and provide a living environment for students that is safe, clean and well maintained.
- Provide a variety of academic support services to students (e.g., tutoring, mentoring, developmental courses).
- Provide student testing services.
- Facilitate the opportunity for participation in student clubs and organizations.
- Provide special services to meet the needs of international students.
- Conduct research, provide and interpret information about students during the development and modification of institutional policies, services and practices.
- Assume leadership for the institution's response to student crisis.
- Serve as a resource to other members of the University community in their work with individual students and student groups.
- Encourage faculty-student interaction in programs and activities.
- Advocate and help create ethnically diverse and culturally rich environments for students.
- Support and advance institutional values by developing and enforcing behavioral standards for students.
- Advocate student participation in institutional governance.
- Plan, conduct and evaluate outreach and recruitment activities to help ensure that institutional enrollment objectives are accomplished.
- Provide leadership in university-wide enrollment management activities.
- Provide effective and judicious management of Student Affairs resources.
- Encourage students to study abroad through promotion and advisement efforts.
- Provide financial assistance to those students that without such assistance would not be able to meet their degree objectives.
- Provide a comprehensive intercollegiate athletics program, focused on the positive development of the student athlete and on providing campus community athletic events.

STUDENT AFFAIRS STAFF INFORMATION

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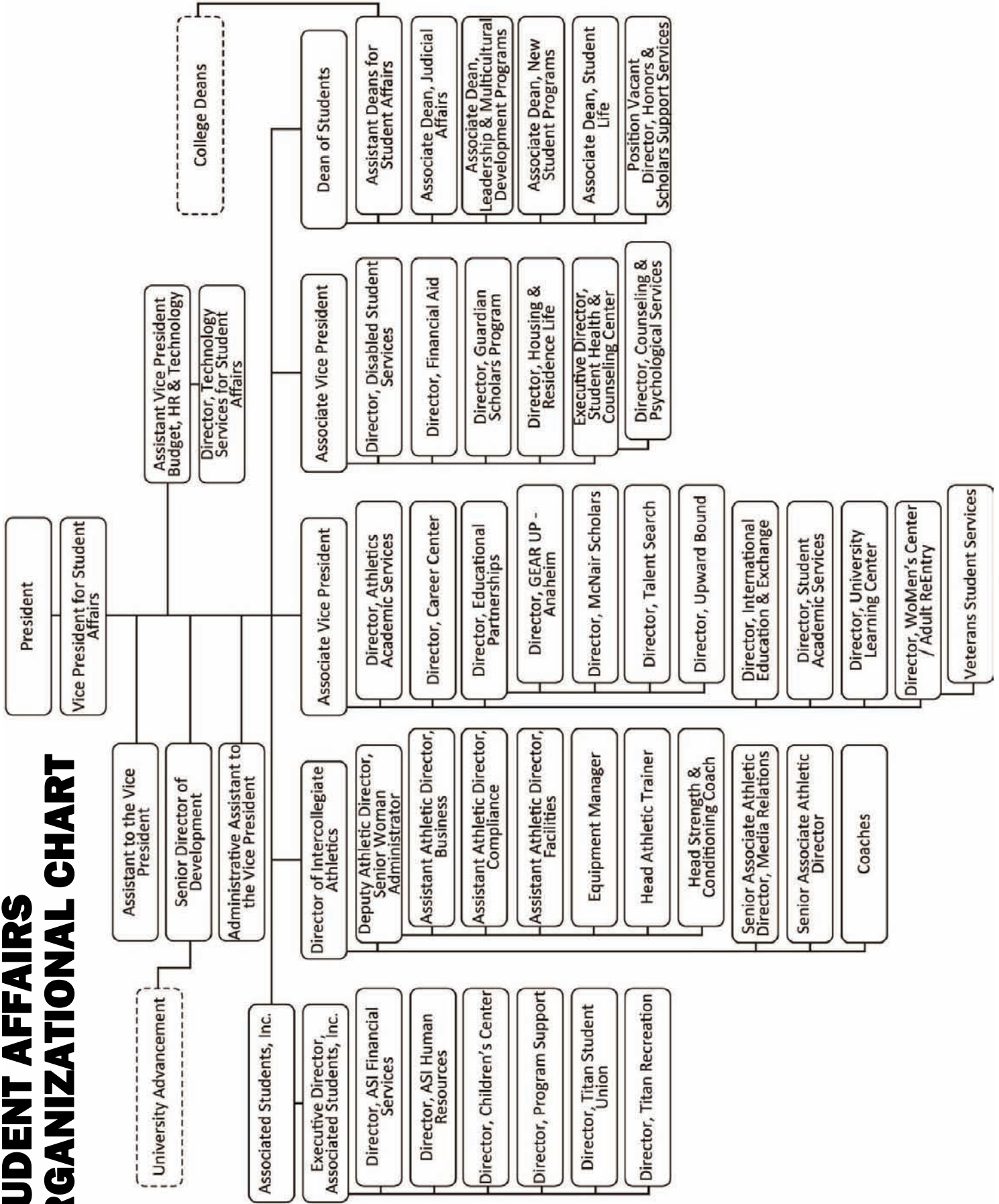
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STUDENT AFFAIRS ORGANIZATIONAL CHART



2008-2009 PUBLICATIONS

- “Country-Specific Student Service Delivery Models – Selected Asian Countries” Internationalization of Student Affairs and Services, An Emerging Global Perspective. Chapters 8 & 9. 2008. Associate Vice President for Student Affairs.
- Student Affairs and Services in Higher Education: Global Foundations, Issues, and Best Practices. 2009. Associate Vice President for Student Affairs, (ed).
- “Architectural Showcase: California State University Fullerton – Titan Student Recreation Center.” *Athletic Business*. June 2009. Associated Students, Inc.
- “CSU Fullerton Honors Student Rec Center’s Gold LEED Rating.” *OC Metro*. April 2009. Associated Students, Inc.
- “Cal State Adds a Little Green.” *O.C. Register*. April 22, 2009. Associated Students, Inc.
- “Where to Watch the Obama Inauguration In the O.C.” *O.C. Register*. January 2008. Associated Students, Inc.
- “Fullerton Students Hit the Books All Night Long.” *O.C. Register*. December 17, 2008. Associated Students, Inc.
- “The Gen Y Perceptions Study.” *Center for Research on Employment and the Workforce*. November 2008. Career Center.
- Media guides in 10 of the 15 sports. Post-season guides for baseball and softball in the NCAA playoffs and men’s and women’s basketball in the Big West Conference tournament. Intercollegiate Athletics
- “The Client Evaluation of Counseling Inventory: Initial Validation of an Instrument Measuring Counseling Effectiveness.” *Training and Education in Professional Psychology*. Vol. 3, 28-36. 2009. Student Health and Counseling Center.
- “Theories and Research on Acculturation and Enculturation Experiences Among Asian American Families.” Handbook of Mental Health and Acculturation in Asian American Families. 25-43. 2009. Student Health and Counseling Center.
- “Client Adherence to Asian Cultural Values, Common Factors in Counseling, and Session Outcome With Asian American Clients at a University Counseling Center.” *Journal of Counseling and Development*. Vol. 87, 131-142. 2009. Student Health and Counseling Center.
- Bridging Intergenerational Gaps among Korean American Families. 2009. Student Health and Counseling Center.
- “Asian Cultural Values Gap, Cognitive Flexibility, Coping Strategies, and Parent-Child Conflicts Among Korean Americans.” *Cultural Diversity and Ethnic Minority Psychology*. 14(4), 353-363. 2008. Student Health and Counseling Center.
- *Dimensions: The Journal of Undergraduate Research in Natural Sciences and Mathematics*. XI. Assistant Dean for Student Affairs, College of Natural Sciences and Mathematics.

2008-2009 PRESENTATIONS

- “4 Systems of Higher Education.” English/Spanish parent workshops. Sycamore & South Junior Schools. April & May 2009. Anaheim, CA.
- “A-G & HS Requirements.” Sycamore & South Junior Schools. April & May 2009. Anaheim, CA.
- “A-G Requirements” Anaheim, Katella, Magnolia & Savanna High Schools. January 2009. Anaheim, CA.
- “The Argument for the California Dream Act.” Orange County Dream Team & Los Amigos Education Committee Banquet. August 2008. Anaheim, CA.
- “Asian American and Pacific Islander Serving Institution Legislations (H.R. 2669 or CCRAA-AANAPISI and H.R. 4137 or HEOA-AANAPISI).” National Association of Student Personnel Administrators (NASPA) Western Regional Conference. November 2008. Long Beach, CA. Also presented at the NASPA National Conference. March 2009. Seattle, WA.
- “Asian, Pacific Islander, and South Asian (APISA) Mental Health and Immigration Issues.” NASPA Student Success Series: Beyond the Model Minority Myth—Working with Today's Asian, Pacific Islander, and South Asian Students. University of Southern California. April 2009. Los Angeles, CA.
- “Best Practices in Responding to the Challenging Economy and Job Market.” Career Services Institute. California State University, Fullerton. June 2009. Fullerton, CA.
- “Black History Month Celebrating California Diversity.” First Baptist Church. February 2008. Santa Ana, CA.
- “Black Inventors in the 20th and 21st Centuries.” Santa Ana College. Black History Month. February 2008. Santa Ana, CA.
- “Brothers Gonna Work It Out.” California State University, San Marcos. March 2009. San Marcos, CA.
- “Cafecito Nights” Anaheim, Katella, Magnolia & Savanna High Schools. February-May 2009. Anaheim, CA.
- “California College Pathways Web Seminar: Supporting Foster Youth on Campus.” California State University Office of the Chancellor. Educational Programs & John Burton Foundation. December 2008. Long Beach, CA.
- “The Changes in the GRE and its Impact on First Generation Students.” University of California, Berkeley McNair Symposium. August 2008. Berkeley, CA.
- “The Collaborative for Higher Education: A Focus on Gear Up-Anaheim.” Anaheim Union High School District Community Partners Meeting. October 2008. Anaheim, CA.
- “College 101.” Sycamore & South Junior Schools. May 2009. Anaheim, CA.
- “College Requirements.” English/Spanish parent workshops. Sycamore & South Junior Schools. May, 2009. Anaheim, CA.
- “Computer Literacy: Knowing the Basics.” Anaheim, Katella, Magnolia & Savanna High Schools. April 2008. Anaheim, CA.
- “Country Report: Campus Safety and Learning Outcome Assessment in the U.S.” 11th Asia Pacific Student Services Association International Conference. Huazhong University of Science and Technology. October 2008. Wuhan, China.
- “CSU Mentor Application Workshop Series.” Anaheim, Katella, Magnolia & Savanna High Schools. October & November 2008. Anaheim, CA.
- “Director’s Session.” National Users-Group Meeting. NACELink Jobs System. June 2009. Las Vegas, NV.
- “Educating the Faithful: Outreach to Christian Students on Campus.” 2nd Annual Outreach Conference for Counseling Centers. University of Michigan. June 2009. Ann Arbor, MI.

- “EMBRACE: Educating Myself for Better Racial Awareness and Cultural Enrichment: NASPA Region VI Innovative Program.” NASPA Western Regional Conference. November 2008. Long Beach, CA.
- “Empowerment Through Self-Identification: Issues for Multiracial Students.” California College Personnel Association Inaugural Conference. University of California, Berkeley. January 2009. Berkeley, CA.
- “Everything Events.” Association of Collegiate Conference and Event Directors, International (ACCED-I) National Conference. March 2009. Boston, MA.
- “Financial Aid.” Sycamore & South Junior Schools. May & June 2009. Anaheim, CA.
- “Financial Aid Workshop: Getting Ready to Apply for FAFSA.” English/Spanish Parent Workshops. Katella High School. December 2008. Anaheim, CA.
- “Financial Aid Workshops: FAFSA Online.” English/Spanish Parent & Student Workshops. Anaheim, Katella, Magnolia & Savanna High Schools. January & February 2009. Anaheim, CA.
- “The First 60 Days are Critical in the Retention of the Freshman Cohort.” Victor Valley Community College First Year Experience. October 2008. Victorville, CA.
- “From Awareness to Outcomes: Making the Business Case for Diversity's Bottom Line Value to Organizations.” San Diego Urban League Diversity Summit. September 2008. San Diego, CA.
- “Funding Your College Education: Financial Aid Information Workshop.” Anaheim, Katella, Magnolia & Savanna High Schools. December 2008 & January 2009. Anaheim, CA.
- “Gear Up and The Collaborative for Higher Education.” Anaheim Union High School District Parent Council Meeting. September 2008. Anaheim, CA.
- “Generational Conflicts: Solutions to Bridge the Divide.” National Association of Colleges and Employers Annual Conference. June 2009. Las Vegas, NV.
- “GLTBA Network Meeting.” National Orientation Directors Association (NODA) 2009 Region II Conference. February 2009. Reno, NV.
- “Higher Education and Student Affairs in China.” Post-Secondary Administration and Student Affairs (PASA), Rossier School of Education, University of Southern California. June 2009. Los Angeles, CA.
- “How to Use SPSS.” Undergraduate Social Work Class Lecture. Azusa Pacific University. February 2009. Azusa, CA.
- “The Importance of Parent Involvement for First Generation, Low Income Students.” Santa Ana College. February 2009. Los Angeles, CA.
- “Incorporating Technology in Games Room Operations.” Association of College Unions International (ACUI) Regional Conference. October 2008. Las Vegas, NV. Also presented at ACUI National Conference. April 2009. Anaheim, CA.
- “Increasing Postsecondary Educational Attainment: Access, Persistence and Completion.” Dropout Prevention Summit. February 2009. Anaheim, CA.
- “Institutional Microaggressions in Higher Education—Impact on Psychologists of Color.” American Psychological Association Annual Convention. August 2008. Boston, MA.
- “The Leadership Challenge” Building Blocks of Leadership Conference. Santiago Canyon College. Orange, CA.
- “Lessons Learned – A Construction Panel Discussion.” Association of College Unions International (ACUI) Regional Conference. October 2008. Las Vegas, NV. Also presented at ACUI National Conference. April 2009. Anaheim, CA.
- “Millenials in the Workplace.” Western Association of College and University Housing Officers (WACUHO) 2009 Conference. April 2009. Santa Barbara, CA.
- “Monitoring Academic Persistence.” EOP 40th Anniversary Statewide Conference. March 2009. Sacramento, CA.
- “Multicultural Counseling Services in a Hispanic and Asian Serving Institution.” American College Health Association Annual Meeting. May 2009. San Francisco, CA.

- “Navigating Both Sides of the Academy: The Assistant Dean for Student Affairs Model.” NASPA Western Regional Conference. November 2008. Long Beach, CA.
- “New Judicial Officer Training” & “A Primer for a Disciplinary Hearing - Panel Discussion.” CSU Judicial Affairs Officer Conference. San José State University. July 2008. San José, CA.
- “Note Taking Skills.” Anaheim, Katella, Magnolia & Savanna High Schools. January 2009. Anaheim, CA.
- “Office of the State Senator Lou Correa: Cash for College Campaign.” English/Spanish Parent & Student Workshops. Anaheim Union High School District. February 2009. Anaheim, CA.
- “On-line Social Communities: What You Need to Know.” NASPA Western Regional Careers in Student Affairs Day. California State University, Long Beach. October 2008. Long Beach, CA.
- “Orientación Familiar: Planning a Successful Parent Orientation for Spanish Speaking Families.” Title V/Hispanic Serving Institutions Best Practices Conference. March 2009. San Jose, CA. Also presented at the Hispanic Association of Colleges and Universities (HACU) Annual Conference. October 2008. Denver, CO and the American Association of Hispanics in Higher Education (AAHHE) Annual National Conference. March 2009. San Antonio, TX.
- “Outreach to First-Year Students.” 2nd Annual Outreach Conference for Counseling Centers. University of Michigan. June 2009. Ann Arbor, MI.
- “Parent & Family Network Meeting.” (NODA) 2009 Region II Conference. February 2009. Reno, NV.
- “Paying for Your College Education: Conducting a Scholarship Search.” Anaheim & Savanna High Schools. April 2009. Anaheim, CA.
- “Planning for Tomorrow – Elements of a Long Range Facility Reserves Study.” Association of College Unions International (ACUI) Regional Conference. October 2008. Las Vegas, NV. Also presented at ACUI National Conference. April 2009. Anaheim, CA.
- “Pre-operative History and Physical Exam.” The Western Annual Podiatry Conference. June 2009. Anaheim, CA.
- “Promoting Leadership and Teamwork Through Student Learning Communities.” 11th Asia Pacific Student Services Association International Conference. Huazhong University of Science and Technology. October 2008. Wuhan, China.
- “Professional Development of Student Affairs Practitioners.” 11th Asia Pacific Student Services Association International Conference. Huazhong University of Science and Technology. October 2008. Wuhan, China.
- “The Real World-Life after High School.” Katella, Magnolia & Savanna High Schools. October 2008. Anaheim, CA.
- “The Role of Leadership and Mentoring for College Students Working with TRIO Students.” Santa Ana College. June 2009. Santa Ana, CA.
- “SAT Student Registration Drives- What You Need to Know.” Anaheim, Katella, Magnolia & Savanna High Schools. October & November 2008. Anaheim, CA.
- “Seniors: Surviving Your First Year in College.” Anaheim, Katella, Magnolia & Savanna High Schools. April & May 2009. Anaheim, CA.
- “Socio-Emotional Aspects of Vocational Counseling in the U.S.” Three day seminar for mental health and career counselors. Universidad Tecnológica Equinoccial & University of Maryland. July 2008. Quito, Ecuador.
- “Statement on the Statewide Student Mental Health Initiative.” Orange County Mental Health Board. November 2008. Santa Ana, CA.
- “Student Affairs and Services in the Asian Pacific Region.” NASPA National Conference. March 2009. Seattle, WA.
- “Student Life and Student Leadership in Student Affairs in the United States.” Southeast University. October 2008. Nanjing, China.
- “Student Services Leadership: Leadership for Student Success!” 7th Annual HACU Latino/Latina Higher Education Leadership Institute. October 2008. Denver, CO.

- “Students’ Physical and Psychological Needs.” Student Affairs Vice Presidents from Jiangsu Province, Peoples Republic of China. June 2009. Fullerton, CA.
- “Systems of Higher Education in the United States: An Overview.” Southeast University. October 2008. Nanjing, China.
- “Taking Your Future Into Your Own Hands: Don’t Leave It To Chance.” Santa Ana Alternative High School. October 2008. Santa Ana, CA.
- “Talent Search Parent Meeting: Money Basics.” English/Spanish Parent Workshop. Tiger Woods Learning Center. April 2009. Anaheim, CA.
- “Time Management- Get the Most of Your Study Time.” Anaheim, Katella, Magnolia & Savanna High Schools. November 2008. Anaheim, CA.
- “UC Application: The Personal Statement.” Anaheim, Katella, Magnolia & Savanna High Schools. November 2008, Anaheim, CA.
- “United Nations Educational, Scientific and Cultural Organizations and International Association of Student Affairs and Services Book on Student Affairs Practice Around the World: 2009 Edition.” NASPA National Conference. March 2009. Seattle, WA.
- “Working with a Multicultural Student Population: Recommendations for Student Affairs Personnel.” City University of Hong Kong and Hong Kong Student Services Association. May 2009. Hong Kong, China.
- “Why College.” Anaheim, Katella, Magnolia & Savanna High Schools. November 2008. Anaheim, CA.
- “The Writing Game Playbook.” Individualized Track to Transfer Program. July 2008. Irvine, CA.
- “Writing their Realities to Save Their Lives: Creating a Global Model for Peer Tutoring.” Conference on College Communication and Composition. The National Council of Teachers of English. March 2009. San Francisco, CA.

STUDENT LEARNING OUTCOMES

The Division of Student Affairs systematically collects data pertaining to student experiences and perceptions. These assessment efforts contribute to the improvement of programs and services and provide information on student utilization and satisfaction.

Student Affairs at Cal State Fullerton partnered with Institutional Research & Analytical Studies to create the Campus Portrait, the deliverable of the nationwide Voluntary System of Accountability. Seven categories of assessments and reports produced by Student Affairs are available online through the project, including: Campus and Division-wide; Student Satisfaction; Program Evaluation; Student Perceptions; Program Outcomes; External Reports and Utilization Data. Reports can be viewed online at <http://www.fullerton.edu/sa/studentexperiences/>.

Assessment of student learning in the co-curriculum at CSUF is a priority. The purpose of assessing student learning is to identify opportunities for improvement in the division's programs and services. With student success as the guiding principle, Student Affairs advances holistic student learning by creating meaningful connections through educationally purposeful activities.

Conversations regarding the assessment of student learning in the Division of Student Affairs began in earnest in 2005-2006. Division-wide annual goals first reflected a focus on assessing co-curricular student learning in 2006-2007. The assessment of student learning outcomes was a central agenda item on the 2007 and 2008 Student Affairs Executive Committee retreats.

A division-wide assessment committee was formed in the fall of 2007. The committee was charged with the development and implementation of strategies to assess student learning outcomes from programs and services across the division. The committee has been engaged in developing division-level learning domains sufficiently broad to encompass the breadth of learning opportunities available to students through the co-curriculum at CSUF.

To begin the domain development process, the committee engaged in a comprehensive review of foundational documents of the institution (CSUF mission statement, goals and strategies; GE Learning Goals) as well as the division (Student Affairs mission statement, Student Affairs services to the campus and the community). In addition, reviews of learning outcomes models developed by professional associations were reviewed and analyzed for alignment with themes identified in the foundational institutional documents. Finally, additional models of learning outcomes and best practices from institutions of higher education across the nation were analyzed for alignment with identified themes. The committee developed a student learning outcomes model during 2007-2009 that includes five (5) division-level learning domains. The domains encompass the breadth of learning opportunities available to students from the co-curriculum at CSUF. The divisional learning domains were finalized in the spring of 2009.

The model will provide the focus for division-wide learning assessment efforts during 2009-2011. Development of department-level learning outcomes and assessment plans are currently underway. Student learning assessment results will be reported by all departments in summer 2010.

STUDENT LEARNING DOMAINS & CHARACTERISTICS

Domain: Diversity & Global Consciousness

Characteristics: We want students to --

- Appreciate diversity and the dynamics within and among cultures.
- Understand and be respectful of the beliefs and values of others.
- Develop an awareness and understanding of their identity and culture.
- Seek involvement with people from diverse cultures.
- Understand and critically analyze global issues.
- Understand and critically analyze issues of equity and fairness.

Domain: Social & Civic Responsibility

Characteristics: We want students to --

- Develop civic awareness and identify their personal level of engagement.
- Create effective change to improve the quality of life for others.
- Engage in meaningful service to the community.
- Understand and demonstrate a commitment to integrity and civility.
- Understand the complexity and dynamics of various communities, including the University.
- Adapt to and challenge appropriately community expectations to advance the overall community goals.

Domain: Leadership Development

Characteristics: We want students to --

- Understand and articulate their leadership style, and how to maximize their strengths and address areas for improvement.
- Understand their role as leaders within an organizational culture.
- Demonstrate the ability to facilitate effective group development and collaboration with others.
- Promote and support leadership development in others.
- Enhance and use knowledge of similarities and differences between people to provide leadership in diverse groups.
- Demonstrate fiscal responsibility and effective, appropriate use of resources.
- Exhibit the ability to visualize group purpose and achieve desired outcomes.

Domain: Self-Management

Characteristics: We want students to --

- Develop self-knowledge and awareness of their beliefs, values and cultural background.
- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
- Develop interpersonal competence.
- Apply critical thinking skills in making decisions regarding healthy and responsible behavior.
- Explore and engage in new learning experiences and opportunities.
- Develop and manage personal plans, adjusting goals as needed given new experiences, priorities and information.

Domain: Professionalism

Characteristics: We want students to --

- Work effectively and respectfully with others, incorporating diverse points of view.
- Articulate knowledge, skills and accomplishments integrating academic, co-curricular education and life experiences.
- Demonstrate strong communication skills through thoughtful, coherent, and effective writing and speaking.
- Appropriately determine when to work independently or consult with others.
- Model behavior consistent with the organization's mission, goals and culture.
- Engage in experiences that lead to professional growth and career preparation.
- Demonstrate a commitment to ethics, integrity and social responsibility in and through their chosen profession.

STUDENT PARTICIPATION IN RESEARCH AND SCHOLARLY/CREATIVE ACTIVITIES

Support for student research is a campus value that is expressed in our Mission and Goals statements and widely shared in practice. Student engagement in programs and services delivered by Student Affairs is a hallmark of student engagement and leadership development on campus. Each year, countless numbers of students contribute to the planning and delivery of quality co-curricular learning opportunities for students through presentations and workshops delivered on and off campus. Specific markers of student excellence in this regard are included below.

Disabled Student Services

- Foster Youth & Disability Support Services in the CSU - Webinar, with panelist Paul K. Miller, June 2009.
- Access Text Network, Improving College Textbook Accessibility, Jeffrey Senge, presenter/panelist, California State University Northridge International Technology and Persons with Disabilities Conference, Los Angeles March 2009.

Educational Partnerships – Upward Bound

- “Understanding the importance of grades, high school graduation requirements, college preparatory courses, and the California High School Exit Exam.” March, 2009. Saddleback High School. Santa Ana, CA.
- “Let’s talk about University life” at Santa Ana, Saddleback, Valley, and Century high schools. March, 2009. Santa Ana, CA.
- “Upward Bound Summer Residential Orientation; a Conversation with Upward Bound Parents”. Century High School, June 2009. Santa Ana, CA.

Guardian Scholars

- “Campaign for College Opportunity.” Student presented on GS program and supported legislation (SB 890-E) for former foster youth. Sacramento, CA.
- Presentation to Santa Barbara Community College at Orangewood Children’s Foundation, Santa Ana, CA.

- Foster Youth Services Conference. Los Angeles County Office of Education, Cerritos, CA.
- Creating a Blue Print Conference – Statewide Consortium for Foster Youth and Higher Education, San Jose, CA.
- United Friends of the Children College within Reach Conference, Los Angeles, CA.
- “It’s My Life Conference.” GS Program Presentation.
- “Kids on Campus Day.” GS Presentation to OC Youth.
- California Community College Chancellor’s Office Youth Success Initiative, Santiago Community College.
- GS Program presentation at In-N-Out Burger corporate office.

Leadership and Multicultural Development Programs

- NASPA Region VI Innovative Program: EMBRACE, NASPA Regional Conference, Long Beach, CA.
- Resident Assistant Diversity Training, co-facilitated with Diversity Peer Educators.
- EMBRACE Program Training. Peer facilitators presented six, 2-hours workshops.
- “Get Involved at CSUF” workshop presented at Welcome to Fullerton Day.
- Asian Pacific Islander Leadership Institute training facilitated by student facilitators.
- Two “Circles of My Multicultural Self” workshops were presented by two EMBRACE facilitators to junior high school students, who attended the Walk in My Shoes conference in March, 2009.
- Three workshops on “Stereotypes: Helpful or Harmful?” were presented by two EMBRACE facilitators to three sections of upper division nursing classes.
- A workshop on LGBT issues was presented by the EMBRACE director to the Multicultural Greek Council.

- Presentations at Student Life Orientation on SLI, Greek Life, and Multicultural Leadership Center.
- Multiple Classroom Presentations on SLI.
- Ice Breaker Presentation for the College of Arts Inter College Council.
- SLI Orientations for new and returning participants.
- SLI Student Intro Team Member (SITM) Orientations.
- “Meeting Management”, Associated Students, Inc., Executive Senate Training, fall 2008.
- “Ethical Decision Making”, Student Leadership Institute, fall 2008.
- “Vision and Goal Setting”, Student Leadership Institute, fall 2008.
- “Using the Strengths of your Team”, Student Leadership Institute, fall 2008.
- “Time Management”, Student Leadership Institute, spring 2009.
- “Anti Hazing Workshop”, MCGC and Sigma Nu Fraternity, fall 2008 and spring 2009.
- Sixteen “Circles of My Multicultural Self” workshops were presented by students and staff to sections of Freshman Programs/University-100 courses during the fall 2008.
- Nine retreats and trainings were presented by the Multicultural Mentoring Program director and assistant director, fall 2008 and spring 2009.
- A workshop on “Cultural Identity Development” was presented by the MLC director to an upper division biology section.
- Seven workshops were presented by two students through the Asian American and Pacific Islander Leadership Institute during fall 2008.
- 12 EMBRACE workshops were presented by three EMBRACE facilitators during the fall 2008 semester.
- 12 EMBRACE workshops were presented by two EMBRACE facilitators during the spring 2009 semester.

New Student Programs

- “*Risk Being Open Minded.*” National Orientation Directors Association, 2009 Region II Conference.

University Learning Center

- TESOL workshops conducted during the spring semester.
- Presentation at the 2009 CATESOL conference.
- Presentation at the Conference on College Composition and Communication.

Women’s Center/Adult Reentry

- 11 students participated in the delivery of the Gender Alliance Education/Prevention program.
- One intern participated in research on dating violence on Orange County campuses.

Assistant Dean for Student Affairs

- Conducted an active learning strategy with the Assistant Dean – Education for the Kids to College program.
- Student leaders participated in classroom presentations to promote the College of Education co-curricular activities and the benefits of participating in student clubs.

College of Communication

- Each spring 25 students in the College of Communications plan and implement an elaborate Communications Week program.

SPECIAL PROJECTS

THE COLLABORATIVE FOR HIGHER EDUCATION IN ANAHEIM

In the spring of 2008, The Anaheim Union High School District (AUHSD) and California State University, Fullerton (CSUF) developed a comprehensive partnership called “The Collaborative for Higher Education” to assist students in their pursuit, transition, and completion of a postsecondary education. The partnership will:

- Encourage innovative outreach to students within the AUHSD;
- Ensure that students of diverse academic experiences, ethnicities, cultures, and economic circumstances are provided with a college-going culture;
- Promote high academic achievement and provide immediate access to quality educational development programs.

The goal of the Collaborative for Higher Education is to build a partnership between the district and the university, which will promote college as a viable option for all students. By providing expanded resources to AUHSD, this collaborative will actively engage students, parents, teachers, faculty, and administrators to invest in the educational future of AUHSD students. One of the highlights from this past year was the development of “Senior Day” that brought more than 600 AUHSD seniors and their parents to campus on October 18, 2008 to learn about the college going process, get one-on-one counseling and hear from current CSUF students and their parents about college life. The superintendent, Joseph Farley, Board President Anna Piercy and Board Clerk Thomas Holguin were in attendance and addressed the students.

FUTURE SCHOLARS

Future Scholars is a scholarship program designed to financially assist first year and transfer students from first generation, low-income backgrounds, and underserved and academically low-performing schools. Students who participate in this program persist, graduate and engage in campus community activities at a higher rate than their peers. Future Scholars is supported in-part by the CSU Chancellor’s Office and campus fundraising efforts to support an increased number of scholarship awardees each year. These combined fundraising efforts allowed California State University, Fullerton to award scholarships to 42 first time freshman and transfer students.

HISPANIC EDUCATION ENDOWMENT FUND

The Hispanic Education Endowment Fund (HEEF) was developed to serve as a local clearinghouse for scholarships to Orange County high school and college students. HEEF creates access for students to college by investing in students through offering scholarships, some of which are annually renewable, based on major, college of choice or other specific criteria depending on the donor. The Friends of California State University, Fullerton (CSUF) Sub Fund offers incoming, transfer and continuing students scholarships to defray the financial burden of pursuing higher education at CSUF.

HUD-HSIAC

MISSION STATEMENT

Housing and Urban Development-Hispanic Serving Institutions Assisting Communities (HUD-HSIAC) is a federally funded program designed to revitalize local communities while fostering long-term changes in the way HSIs relate to their neighbors. The HSIAC program addresses critical social and economic issues facing different parts of the country; issues including housing, education, and healthcare. The CSUF program centered around expanding community outreach in the Richman neighborhood using the following components: an expansion to the physical space of the community center to accommodate a growing number of programs; a local health center to be run by St. Jude Medical Center, a local Catholic

health provider with a long history of community involvement; support for a variety of training and teaching programs, including bi-lingual education designed to serve disadvantaged, high-risk residents of the neighborhood. These programs included after-school programs for elementary and secondary school students, civic education for youths and adults (precursors for citizenship education), programs to engage youth in activities designed to distract them from the appeal of gang membership, and once the addition to the community center was constructed with its computer laboratory, a wide variety of programs to educate adults.

ACCOMPLISHMENTS

The construction of a new 36 x 60 ft. Community Center named in memory of Dr. Donald S. Castro, Principal Investigator and Special Assistant to the President at California State University, Fullerton (CSUF). The Don Castro center is where all tutoring, mentoring, civic awareness, financial literacy and youth enrichment classes are held.

The project established a collaborative partnership with St. Jude Medical Center, the Fullerton Collaborative, and the City of Fullerton to improve the quality of life for families living in West Fullerton.

The project successfully promoted and encouraged civic awareness and fostered integrative programs for Latino students and families. As a result of the Valencia Taskforce, a group of local West Fullerton residents successfully petitioned the city for the installation of a traffic light at a major intersection near Richmond Elementary School and the addition of field lights at Richmond Park so that youth sports programs could be developed.

New program implementation: new programs were added to services already being provided at Richmond Park. Youth empowerment, literacy and well-being programs were developed to encourage kids and youth to stay out of gangs, perform better at work, and live healthy lifestyles.

GOALS

Procurement of another HUD-HSIAC grant to address pressing needs facing Latino students and their families in Orange County.

LATINO VETERANS EVENT

California State University, Fullerton, in collaboration with the Latino Advocates for Education Inc., hosts the Annual Veterans Day Commemoration each year, during the month of November. This annual campus-wide event pays tribute to military veterans who have served with valor and distinction for the United States of America. A special emphasis is placed on military veterans of Latino heritage, who have patriotically served their country, but in many instances have not been acknowledged in historical educational accounts.

On Saturday, November 8, 2008 the commemoration gave tribute to Mexican American Veterans. The 2008 event welcomed more than one thousand guests, including the veterans, their families, and other special guests. During the commemoration State Senator Lou Correa presented a proclamation to Sgt. 1st Class Braman for his bravery as he risked his life in trying to save victims during the 9/11 attack at the Pentagon.

One of the objectives of the event is to share published books that highlight the patriotism and contribution of Latinos, which have fought in every American war. One of the published books included "Freedom is not Free-Mexican Americans in the Korean War", which was published by the Latino Advocates for Education. The book documents a collection of photographs and profiles the experiences of 225 Mexican American Veterans of the Korean War and 62 from World War II.

LINC TELACU

The LINC TELACU scholarship program helps students realize their dream of a college education by providing scholarships, counseling, leadership training, classes in time management, and other essential support. The TELACU scholarship program began in 1989 and has formed partnerships with 16 local institutions of higher education including California State University, Fullerton (CSUF) to provide \$1,000 scholarships to students who have resided in Los Angeles, Bell Gardens, Commerce, Huntington Park, Montebello, Monterey Park and South Gate. Since the inception of the program TELACU has awarded 205 scholarships to students enrolled at CSUF.

PROJECT MISS

In the summer of 1990 California State University, Fullerton (CSUF) developed the Mathematics Intensive Summer Session (MISS) to address the need to increase the number of women pursuing majors and careers in the sciences, technology, engineering and mathematics (STEM) fields.

Project MISS enhances the academic experience of high school junior females by developing their mathematical problem solving knowledge and the skill to succeed at college level preparatory math in high school at the Algebra II level and above. With specific emphasis on at-risk females, this unique program provides students from diverse backgrounds a strong foundation in mathematics to increase engagement in scientific education, access to college and professional success in STEM fields.

TITLE V

MISSION STATEMENT

Title V is a federally funded program designed to help eligible institutions of higher education enhance and expand their capacity to serve Hispanic and low-income students by providing funds to improve and strengthen the academic quality, institutional stability, management, and fiscal capabilities of eligible institutions. California State University, Fullerton (CSUF) Title V goals are to be the institution of choice for Latino students in Orange County; refocus planning and planning apparatus' to incorporate Computer Aided Telephone Inquiry survey findings to make CSUF an effective HSI; actualize campus dictum "where learning is preeminent" to create successful Hispanic learners in math-based majors and beyond by improving instruction in a gender neutral environment; increase retention and graduation of Hispanic students by improving mentoring, advising, tutoring and retention services; and ensure Hispanic students' success and leadership by providing coping and group leadership skills.

ACCOMPLISHMENTS

Held the Natural Science and Mathematics (NSM) & Engineering and Computer Science (ECS) Parent Back to School Night. Over 92 people attended the event.

Developed a supplemental Instruction (SI) training manual to be used in the College of NSM. SI calculus students had a GPA of nine-tenths of a grade point above non-SI students, while pre-calculus students had an increased GPA by two tenths of a grade point. SI students in both groups had a 70-75% passing rate, well above the department (and national) norms of 50-60%.

112 Latino, ECS first time freshmen participated in our ECS Mentor-it-Up Program. Of the 112, 84 (75%) were active in the program for the spring 2009 semester and 90% were successfully retained.

The Teaching Assistant Seminar, which teaches new college teachers math pedagogy, developed through Title V funding has been institutionalized and will now be a required course for graduate students beginning fall 2009.

Title V helped fund and facilitate *Orientación Familiar* offering new student orientation to students and their families entirely in Spanish.

Increased the graduation rate of Hispanic students in NSM and ECS by improving and implementing mentoring, advising, tutoring and retention services.

CHALLENGES

Continue to increase the number of faculty members who participate in pedagogy workshops to improve teaching effectiveness.

Continue to increase the number of Latino students continuing onto post-baccalaureate education.

Continue to increase the number of Latino students majoring in science, technology, engineering and mathematics fields.

GOALS

Complete the current Title V grant.

Procure another Title V grant.

USAID-TIES

MISSION STATEMENT

United States Agency for International Development – Training, Internships, Exchange, and Scholarships (USAID-TIES) is a federally funded project which focuses on promoting economic growth and higher living standards. TIES higher education partnerships consist of fully collaborative relationships between Mexico and United States higher education institutions and their public and private sector partners on both sides of the border. TIES enhances the capacity of higher education institutions of both nations to examine mutual development opportunities and challenges, work in strategic alliances to develop appropriate plans and solutions, and assist Mexico in benefiting more broadly from the North American Free Trade Agreement (NAFTA). Our partnership, with the Universidad Autónoma de Tlaxcala (UAT), is to empower local Tlaxcalan communities in maintaining healthy lifestyles including the prevention of obesity and concomitant diseases related to obesity such as diabetes, metabolic syndrome, high blood pressure, and cardiovascular disease. The partners are developing a model for community-based wellness and healthy lifestyle programs designed to meet the needs of low-income urban and rural Tlaxcalans and those of Mexican professional and paraprofessional staff who service these needs. The partnership offers (1) faculty and professional exchanges; (2) master degree or certification training in public health or nursing with on-site internships in key health programs in California; (3) opportunities for faculty and student research; and (4) study in Mexico for California State University, Fullerton (CSUF) students (with cost share funding).

ACCOMPLISHMENTS

The USAID-TIES project successfully trained 9 UAT faculty members including two medical doctors, a biochemist, two nutritionists, and four nurses.

The 18-credit curriculum for the *Certificate in Healthy Lifestyles and Diabetes Prevention* was refined to be offered over two weeks with classes on health promotion, diabetes care, community health promotion, and health advocacy.

Collaborative research was completed to determine the major predictors of successful diabetes management by the residents of Tlaxcala as compared to Southern California people with Mexican ancestry. Data analysis has been completed and shared.

CHALLENGES

Communication challenges: Making connection by email and telephone with Tlaxcala partners. This was attenuated with successful videoconferencing connections.

Technology challenges: Bandwidth and poor cell phone signals sometimes results in poor connections with Tlaxcala.

Language challenges: Spanish-speaking students were not able to obtain an English TOEFL score of 525, so the entire program was changed to Spanish. Four people on the project team speak fluent Spanish. The entire certificate program in fall, 2008 and spring, 2009 was taught by fluent Spanish-speaking faculty and community members.

GOALS

Research publication work with partners.

Explore presentation venues for research in the United States and Mexico.

Procurement of additional grant funding to continue work in Tlaxcala, Mexico.

Bi-national Conference hosted at UAT in September 2009.

2008-2009 FUNDRAISING ACCOMPLISHMENTS

GRANT AWARDS

FEDERAL GRANT AWARDS		STATE GRANT AWARDS	
GEAR UP	\$1,315,735	California State Dept. of Education State Incentive Grant	\$ 385,737
Title V Grant	\$ 474,809	Workability IV Cooperative Contract	\$ 107,536
Ronald E. McNair Program	\$ 225,000	CSU State Grant	\$ 54,780
Student Support Services	\$ 278,295	Child Nutrition Grant	\$ 30,376
Upward Bound	\$ 345,000	California Safer Universities Study Grant - Instructional Materials (3)	\$ 14,000
Talent Search Program	\$ 226,600		\$ 6,584
Campus Suicide Prevention Project	\$ 75,000		
Training, Internships, Exchanges and Scholarships (TIES)	\$ 99,525		
Kids to College	\$ 25,000		
Parent Institute for Quality Education (PIQE)	\$ 25,000		
Total Federal Grants	\$3,089,964	Total State Grants	\$ 599,013
		Total Grant Awards	\$3,688,977

PRIVATE FUNDRAISING

Scholarships	\$ 115,694	Athletics	\$ 600,093
Programs/Services	\$ 40,424	Guardian Scholars Program	\$ 404,886
Events		Associated Students, Inc.	\$ 44,000
<i>CSUF Special Games – Faley Memorial</i>	\$ 34,692		
<i>Career Center Events</i>	\$ 152,849		
<i>Events Subtotal</i>	<u>\$ 187,541</u>	Total Private Fundraising	\$1,392,638

TOTAL OUTSIDE FUNDING GENERATED BY STUDENT AFFAIRS \$5,081,615

GIFT-IN-KIND DONORS

American Honda Motor Co. Inc.
Anaheim Marriott Hotel
Arroyo Trabuco Golf Club
Banning's Bikes
Big B's Barbecue
Birch Hills Golf Course
Boomers
Bowers Museum
Bradford Renaissance Portraits
Brea Improv
Cal Pac Paintings & Coatings
Cheesecake Factory, The
Children's Museum at La Habra
Coach America
Concourse Bowling Bar Grill
Cookies by Design
Cuba Travel Services
Dave & Buster's
Doubletree Guest Suites Doheny Beach
Doubletree Hotel Irvine Spectrum
Dr. Ana Nogales Psychological Counseling Inc.
Dr. Sandra Sutphen
Enlightened Beauty
Forde, McGovern & Associates Inc.
Fullerton Marriott
Green River Golf Club
House of Blues
In-N-Out Burger
iNTAGLiO
Kustom Imprints
La Mirada Theatre for the Performing Arts
Magdaleno Financial Services
Magnatex Apparel Services
Marie Callender's
Mr. & Mrs. Dennis Kauten
Mr. & Mrs. Fernando Niebla
Mr. & Mrs. John Palacios
Mr. Arturo Lomeli
Mr. Brian D. Fairley
Mr. Brian L. Davis
Mr. David Bedillion
Mr. Geno Effler
Mr. James A. Venuto
Mr. Joseph G. Cervantes
Mr. Larry Yee

Mr. Lawrence T. Young
Mr. Michael J. Wilson
Mr. Mike Meskell
Mr. Paul Dunlap
Mr. Phillip Nevin
Mr. Randy Vanderplow
Mr. Reed D. Smoke
Mr. Robert C. Duncan
Mr. Roger Albers
Mr. Ron Gonzalez
Mr. William H. Reynolds
Mrs. Michelle Duncan
Ms. Jennifer L. McCormick
Ms. Kristin Sharples
Ms. Loretta Sanchez
Ms. Lynette Verino
Ms. Michele Martinez
Ms. Yolanda De La Paz
Mulberry Street Ristorante
Museum of Latin American Art
Museum of Photographic Arts
Nova Vita Salon & Spa
Oak Creek Golf Club
Oakley, Inc.
Pacific Symphony Association
Pala Casino Spa Resort
Palms Casino Resort
Pink House Imports
Professional Turf Specialties, Inc.
R.D. Olson Construction
RDM Electric Co., Inc.
Rowley Exclusive Individual Portraits
Rubio's Fresh Mexican Grill
Ruby Cosmetics
Santa Anita Park
South Coast Plaza
Stadium Tavern
Staples
Stay Connected OC
Summit House
Teresa's Jewelers
The Inspired Planet
The Laguna Playhouse
Vista Hermosa Restaurant
Wild Rivers Waterpark

VICE PRESIDENT FOR STUDENT AFFAIRS OFFICE

MISSION STATEMENT

The Vice President for Student Affairs Office facilitates, implements, and assesses Student Affairs planning strategies; allocates resources, and administers and coordinates comprehensive student programs and services related to student growth and development to create a learning environment where all students have the opportunity to succeed.

ACCOMPLISHMENTS

Student Affairs continued to award special scholarships. The CSU/Edison Scholars successfully completed their second year at CSUF.

Educational Partnerships currently in year three of a \$880,000, 4-year grant to implement the TRIO Talent Search Program in Anaheim will graduate 160 students by the end of this year; Upward Bound started their new \$1.38M, 4-year grant in Santa Ana to prepare high school students for postsecondary education; Gear Up will prepare over 1,600 Anaheim Union High School District students for college with a 6-year, \$7.8M grant; Educational Partnerships continued to receive \$25,000 to implement year four of the 4-year Kids to College grant which brought nearly 7,000 sixth graders to campus.

Year four of the Title V grant brought about another year of successful partnership with our Colleges of Engineering and Computer Science (ECS) and Natural Science and Mathematics (NSM) to increase Latino student retention rates within those colleges. Through Title V efforts a comprehensive supplemental instruction (SI) manual was developed to help standardize SI on our campus. The retention rate for students participating in learning communities with the colleges of NSM and ECS was an astounding 79%.

The Division leadership continues to watch enrollment trends and demographics and to advocate for a diverse and talented student body. These strategies include continued education of both students and parents in traditionally underserved communities about how to prepare, apply, and afford to attend CSUF. Strategies that shape the enrollment management plan of the University include:

TRIO Programs: Talent Search (99% graduation rate and 77% college enrollment) and Upward Bound (100% graduation and college enrollment rates) continue to prepare students from disadvantaged backgrounds to complete their secondary education and continue on to postsecondary education. The Class of 2009 students in Upward Bound was awarded the prestigious Gates Millennium Scholarship, Dell Foundation Scholarship and three Simon Foundation Scholarships. The McNair Scholars Program continues to provide year-round services to prepare CSUF participants for acceptance into quality graduate programs of their choice including a Fulbright Scholar and National Science Foundation Fellow in the class of 2009.

GEAR UP: One of our strongest partnerships is with Anaheim Unified High School, and this year we began the GEAR UP program. This program will target a seventh grade cohort and serve the same student cohort through high school graduation to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Services for veterans, families and dependents of veterans were developed this year to support the transition from military to the university setting including: an Advisory Board of campus members to support the development of the Veterans Services center; veteran's career transition program in collaboration with the Career Center; annual Veterans Appreciation Night; a network of veteran-friendly organizations and individuals across campus; a strong network with other campus veterans services offices; and cross-divisional collaborations with the Human Services Department.

The third year of Orientación Familiar served over 375 Spanish speaking parents and family members. A Parent Services Committee was formed bringing together New Student Programs, Alumni Relations, Athletics, ASI, the Dean of Students Office, and other departments to plan for expanded services in 2009-10.

The Division's Assessment Committee completed development a student learning outcomes (SLO) model to capture the breadth of student learning opportunities in co-curricular programs offered at CSUF. The division's SLO model was finalized in spring 2009. The committee will begin mapping department-level learning objects to the divisional domains in summer 2009.

The Students of Concern Committee finished its first full year of meetings. This has allowed departments such as the Dean of Students Office, Judicial Affairs, University Police, Counseling & Psychological Services and Disabled Student Services to coordinate services and respond to students in danger of hurting themselves or others. The "Helping Students in Distress" manual, funded through a University Mission and Goals Initiative, was distributed to faculty and staff across campus as a joint effort between Counseling & Psychological Services and the Women's Center.

2008-2009 was a great year for increased student spirit and a positive culture. Student participation at home games was excellent. Athletics continues to work closely with the Titan Tusk Force and the Orange Curtain student support groups. The Student Athlete Advisory Council was actively involved in community service activities representing the athletics department. Men's and women's golf were reinstated, adding a greater student-athlete experience on campus.

The Academic Progress Rates continues to show a strong university commitment to academic excellence. In fall 2008, we recorded our highest fall student-athlete grade point average to date. Our student-athletes consistently record a higher grade point average and a greater percentage of student-athletes are on the dean's list than the general student population.

The ASI completed all construction documents and reviews for the Children's Center. The project is scheduled to go out for bid during the summer. The Student Recreation Center was awarded the United States Green Building Council LEED Gold Certification. Approval was obtained from the Chancellor's Office for bond funding of the Phase III New Student Housing Project, which broke ground on March 28, 2009.

CHALLENGES

Maintain the delivery of high quality programs and services during difficult budget constraints.

Ensure the development and implementation of student learning assessment efforts in coordination with the campus-wide WASC re-accreditation process.

GOALS

Meet reductions in 2009/10 budget while maintaining high quality programs and services, and expanding the level of services in critical areas. Reduction strategies may include organizational restructuring and reduction/elimination of services.

Continue to provide support, information and training of faculty, staff and students in addressing student mental health issues. Maintain adequate staffing levels in Counseling & Psychological Services.

Continue current construction projects (Children's Center, Phase III Housing) and address and secure adequate space for units in Student Affairs. Assist in the acquisition of new facilities/properties.

Continue to participate fully in the successful implementation of CMS.

Expand use of technology (e.g. LearnerWeb, StudentVoice, electronic medical records and other online programs) to support programs and to better take advantage of student tracking and assessment capabilities offered by software programs.

Continue to build support for a Veterans Student Services program in collaboration with other appropriate units on campus.

Continue to provide leadership for special projects (Title V Grants, CSU/Edison Scholarship Program, Project MISS, TRIO Programs, Gear Up, CSUF Special Games, HEEF, TELACU and services to AB540 students) that enhance retention and graduation of students of diverse backgrounds.

Continue to partner with the Division of Academic Affairs in the planning and implementation of strategies to shape the enrollment management plan of the university, to ensure the maintenance of the rich diversity of our student body.

Organize a campus wide effort to respond to the unprecedented challenging professional employment market for our graduates.

Continue to provide focused academic advisement, counseling and monitoring to facilitate progress toward degree as defined by the NCAA Academic Performance Program (APP), and to support graduation for all student-athletes.

Develop an Intercollegiate Athletics budget that is balanced without jeopardizing the positive experiences, safety and success of our student-athletes. Strategies may include reductions in athletic programs and staff.

Continue divisional efforts in the assessment of student learning outcomes. Develop and implement assessment strategies at the department level.

Continue to participate in the WASC re-accreditation process.

Continue to improve parent support programs and services.

Hire Director of Development and implement comprehensive plan to increase fundraising and grant activities across the division. Seek opportunities available through federal funding.

Strengthen relationships with local community colleges in providing leadership education and the student leader pipeline from two-year colleges to CSUF.

Develop and implement a graduate assistant program and curriculum in coordination with the Master's degree program in Educational Leadership.

ASSOCIATED STUDENTS, INC.

MISSION STATEMENT

The Associated Students, California State University, Fullerton, Incorporated (ASI) is the recognized student government at California State University, Fullerton, advocating student interests on-campus and in local, state and national forums. The ASI strives to develop relevant and quality-minded services, facilities, and experiences, which are responsive to members of the campus and surrounding communities.

The ASI fosters meaningful student development opportunities through leadership, volunteer, and employment experiences. In addition to out-of-classroom learning opportunities, the ASI provides campus community members with important social, cultural, and recreational opportunities as well as a wide range of programs and services. In recognition of its responsibility to enhance student life, the ASI encourages and supports the activities of all California State University, Fullerton recognized student organizations whose activities stimulate individual and group participation within the university community.

ACCOMPLISHMENTS

Successfully completed the triennial, auxiliary organizations compliance audit conducted by the Chancellor's Office.

Developed fiscal viability and financial standards reports for the Associated Students, Inc (ASI).

Incorporated aspects of student development into in-service managers' training.

Construction of the new Children's Center facility is scheduled to begin in fall 2010. Construction documents have been prepared and approved.

The Children's Center received additional grant funding from the Department of Education for participating in the Family Child Care Home Network.

Continued implementation of a student learning outcome assessment based upon work done by the University of Minnesota – Twin Cities. The program outlined seven outcomes of a student's engagement in the programs and services of the Student Affairs division.

Conducted the first full year of the Titan Rewards Program, which encourages attendance at athletics events by the awarding of prizes and rewards for number of games attended. Over 1,200 students regularly attend events.

Completed and opened the Titan Pride Center located on the first floor of the Titan Student Union (TSU). The Titan Pride Center serves as the focal point for the Titan Rewards Program and ASI programs and services.

Camp Titan received the Camp Program Excellence Award from the Southern California/Hawaii Division, American Camp Association. Camp Titan is celebrating its 40th anniversary year.

Expanded staffing to provide for more student programming.

STUDENT LEARNING OUTCOMES

In 2006, the ASI initiated a student learning outcome assessment program based upon work done by the University of Minnesota-Twin Cities which outlined seven outcomes of a student's engagement in the programs and services of the student affairs division. The ASI has adopted these seven outcomes as Student Involvement Outcomes (SIO), stating that students involved in the programs and services of the ASI develop and demonstrate achievement in: responsibility and accountability, independence and interdependence, goal orientation, self-confidence/humility, resilience, appreciation of differences and tolerance of ambiguity. The target for the SIO program is both student employees and student leaders. Throughout the year, all departments within the ASI participated in measuring student learning outcomes for student employees within their specific areas. The methodology used included start-of-position assessments (both self-assessments and assessments performed by the student employee's supervisor). The assessments covered specific skill sets, such as: responsibility & accountability; independence & interdependence; resilience; goal orientation; self-confidence and humility; tolerance of ambiguity; and appreciation of differences. These specific assessment skill sets were incorporated into student employee position descriptions and performance evaluation tools, in an effort to reinforce the desired learning objectives. Additionally, each month of the academic year, one of the specific skill sets was highlighted and reinforced through: additional student staff trainings; weekly e-mail training materials for supervisors; departmental discussions; as well as topic posters displayed prominently throughout work areas.

Student Leader Assessment 360 Degree Summary 2008-2009

The program continued this year by assessing learning in the ASI Student Involvement Outcomes with the leaders of the three ASI programming boards: ASI Productions, Association for Inter-Cultural Awareness, and Titan Tusk Force. The program compares the student's self evaluation with that of fellow student leaders (peers), the student director of the program, and the advisor.

Student Assistants Summary 2008-2009

The ASI completed its second year of assessing learning of its student employees in the ASI Student Involvement Outcomes. The Student Assistant Assessment is a combination of learning and performance evaluations in which the student undertakes a self evaluation while the supervisor evaluates the student in specified intervals: at the three month mark, then every six months thereafter.

Camp Titan Summary for 2008-2009

Camp Titan engages 58 student volunteers as camp counselors and program staff for a one-week residential camp program. These volunteers participate in approximately 28 hours of training over the course of the spring semester. After the camp week in June, a survey went out to each of the volunteers asking them to self evaluate on each of the seven ASI Student Involvement Outcomes.

Responsibility and Accountability:

83.3%% of the Camp Titan counselors were able to develop the skill of making plans and following through on commitments.

Independence and Interdependence:

83.3% of the Camp Titan counselors always felt that they were able to initiate and develop relationships with individuals such as peers, campers, and supervisors.

Goal Orientation:

77.8% of the Camp Titan counselors were always pushing themselves to learn new skills, when necessary, to accomplish goals.

Self-Confidence and Humility:

66.7% of the Camp Titan counselors developed the skill of expecting the best from self and others.

Resilience:

72.2% of the Camp Titan counselors were always willing to accept constructive feedback.

Appreciation of Differences:

77.8% of the Camp Titan counselors were able to practice understanding and respecting the values and beliefs of others.

Tolerance of Ambiguity:

66.7% of the Camp Titan counselors were able to make decisions when policies and guidelines did not exist.

CHALLENGES

Ensuring a base of understanding of and a coordinated effort toward risk assessment and management with the Executive Senate advisors through maintenance of good communication lines, developing council/program leaders, and ensuring compliance with ASI policies and procedures.

Implementation of procedures for student clubs/organizations to have internet access to agency accounts; implement same procedures for ASI, TSU and IRA program activities.

Development of corporate Intranet or other method of centralizing information for ASI departments.

GOALS

Provide continued oversight of the Children's Center construction project.

Continue to develop and grow training programs for office staff, student leaders and senior staff.

Continue to develop effective assessment tools and methods.

Continue to grow and effectively implement the Titan Rewards Program.

Continue efforts in making the accounting system (Bi-Tech) more user-friendly by customizing reports and allowing users Internet access to club accounts and managers' reports.

Design and implement a corporate intranet that will facilitate the organization and sharing of information among all ASI staff, student leaders, and student organizations.

ASSOCIATED STUDENTS, INC. TITAN STUDENT UNION

MISSION STATEMENT

The Titan Student Union, a unit of the Associated Students, CSUF, Inc., serves as a primary gathering place on the California State University, Fullerton campus. The Titan Student Union strives to develop relevant and quality-minded services, facilities and experiences, which are responsive to members of the campus and surrounding communities.

The Titan Student Union serves as a unifying force between students, faculty, and staff; provides a campus center for social, cultural, and intellectual activities and services; provides opportunities to broaden and strengthen interpersonal relationships and self-improvement within a large urban university; and provides experience in self-government and civic responsibility.

ACCOMPLISHMENTS

Developed a comprehensive financial reserve plan for the student union program and secured approval from the TSU Governing Board.

The Student Recreation Center was awarded LEED Gold status through the U.S. Green Building Council for sustainable facility design.

A total of 4,069 meetings were held in the student union facility. Additionally, 417 Pavilion events were held in the building. The Titan Student Union continues to meet the high volume meeting room needs of the campus.

Made building enhancements to operate efficiently and maintain appearance standards. Efforts included: overhaul of student union's north loading dock storage systems; upgrading exterior fencing throughout Garden Cafe, various carpeting projects, and the construction of the new Titan Pride Center in the student union's main lobby area.

Increased campus-sponsored special events hosted by campus clubs, organizations, and departments in the Titan Bowl & Billiards area by 21%.

Designed and fabricated customized promotional booths to market and promote student involvement opportunities at the student union and other ASI sponsored programs.

Continued to provide funding and program support to Irvine Branch Campus, including the USA Today newspaper distribution program and various one-day student activities hosted by the student union.

Continued energy conservation efforts, including retrofitting the student union's theatre dimmable fixtures to highly efficient LED recessed cans.

Planned and implemented a major overhaul of all pin-setter equipment in student union's bowling center and upgraded automatic scoring systems in this area.

Assisted with the collection of Camp Titan Holiday Toy Drive donations, collecting 778 toys for underprivileged Orange County children.

Titan Recreation drop-in fitness programs (which offers a health-club-style group exercise instruction throughout the year) realized an approximate 71% increase in overall participation from the prior year.

Community summer youth camp and learn to swim programs continued to be successful. The Learn to Swim program had a combined enrollment of 1,289 children, up 16% from the prior year. \$43,700 in student summer employment opportunities were created/funded through these activities.

CHALLENGES

Effectively meet the needs of a growing student population, providing adequate facilities appropriately sized to meet current demands.

GOALS

Develop a comprehensive preventative maintenance service plan for the Student Recreation Center's fitness equipment, support systems and infrastructure.

Update various print and non-print marketing and promotional efforts for the student union.

Conduct program and space reviews associated with Graphic Services area.

Conduct follow up efforts to the prior year's "Student Union Visioning Day" student forums – to further gauge the student body's interest and the financial viability of potential expansion to existing student union facilities and/or the development/acquisition of satellite facilities.

Effectively manage several major capital improvement projects, including: \$700,000 in roof replacements; \$100,000 in sound system and associated improvements to the Pavilion multipurpose room; and \$65,000 to remodel the student union's main lobby.

ATHLETICS ACADEMIC SERVICES

MISSION STATEMENT

The mission of Athletics Academic Services is to provide effective academic and life skills resources to assist student-athletes in reaching their academic goals.

ACCOMPLISHMENTS

Completed initial updates of the Athletics Academic Services (AAS) website.

Created and utilized the AAS portion of the Athletics Blackboard site to increase communication with student-athletes, coaches and administrators.

Expanded the student-athlete study hall to best utilize the addition of new space, including new group study and tutoring areas.

Attained a percentage of student-athletes on the honor role above the university at-large student population for fall 2008 (18%) and spring 2009 (14%).

Collaborated with Greek Life to fund the NCAA Champs Life Skills Speakers for 2008- 2009.

Dramatically increased student-athlete community service involvement, lead by the Student-Athlete Advisory Committee (SAAC), through participation in the following activities: Big West Coin Drive, Salvation Army Canned Food Drive, Boys and Girls Club of Fullerton Holiday Toy Drive, Orangewood Children's Home and the Relay for Life.

CHALLENGES

Continue to provide effective academic support services for student-athletes through proactive academic advisement, monitoring and counseling.

Continue to facilitate communication and collaboration with coaches, sports supervisors and the Faculty Athletic Representative in addressing the academic and retention challenges of teams with low Academic Progress Rates (APR).

GOALS

Continue to work toward completion of the AAS Website.

Continue to utilize the AAS portion of the Athletics Blackboard page to increase communication with student-athletes, coaches and administrators.

Continue to attain a percentage of student-athletes on the honor role that is comparable to or above the university at-large student population.

Continue to focus SAAC programming on community service involvement.

Develop and pilot an internship position for students interested in pursuing careers in higher education, focused on providing effective academic support services for student-athletes.

Create and initiate a new tutor training protocol for AAS in collaboration with the University Learning Center.

CAREER CENTER

MISSION STATEMENT

The Career Center is a lead University and Student Affairs resource to help students and alumni achieve success in developing and implementing career plans. The Center partners with students, faculty, alumni, employers, academic programs and graduate schools to build bridges between our distinctive academic programs and diverse professional opportunities in the larger community.

ACCOMPLISHMENTS

Continued to offer and improve an extensive schedule of innovative events, programs, and services to students, academic departments, and colleges to support student success in both their undergraduate career and linking their education to work, including 237 group presentations and workshops for students with an attendance of 7,706.

Increased registration in the Titan Connection system. Achieved an 11% increase in total students and a 15% increase in seniors. Over the past six years registration in this system has increased by 112% as illustrated by Figure 1 (see next page).

Completed pilot inaugural edition of the Diversity Works Newsletter and a new Young Emerging Professionals Council (Y.E.P.), under the Center for Research on Employment and the Workforce (C.R.E.W.) Project led to two national online surveys related to generational perception and management issues, including securing \$50,000 to support a Guide to Developing Young Professionals to be completed in July 2009.

Continued efforts to expand the quality of employer engagement, including the Campus Interview Program and targeted outreach to key employers by each of our Industry Specialists as well as our Employer Relations Specialist.

Delivered 5,005 walk-in counseling sessions, compared to 4,708 last year, a 6% increase. The following chart illustrates the increase in walk-in sessions over the past five years (see Figure 2 on next page).

Figure 1 - Titan Connection Registration 2003-2009

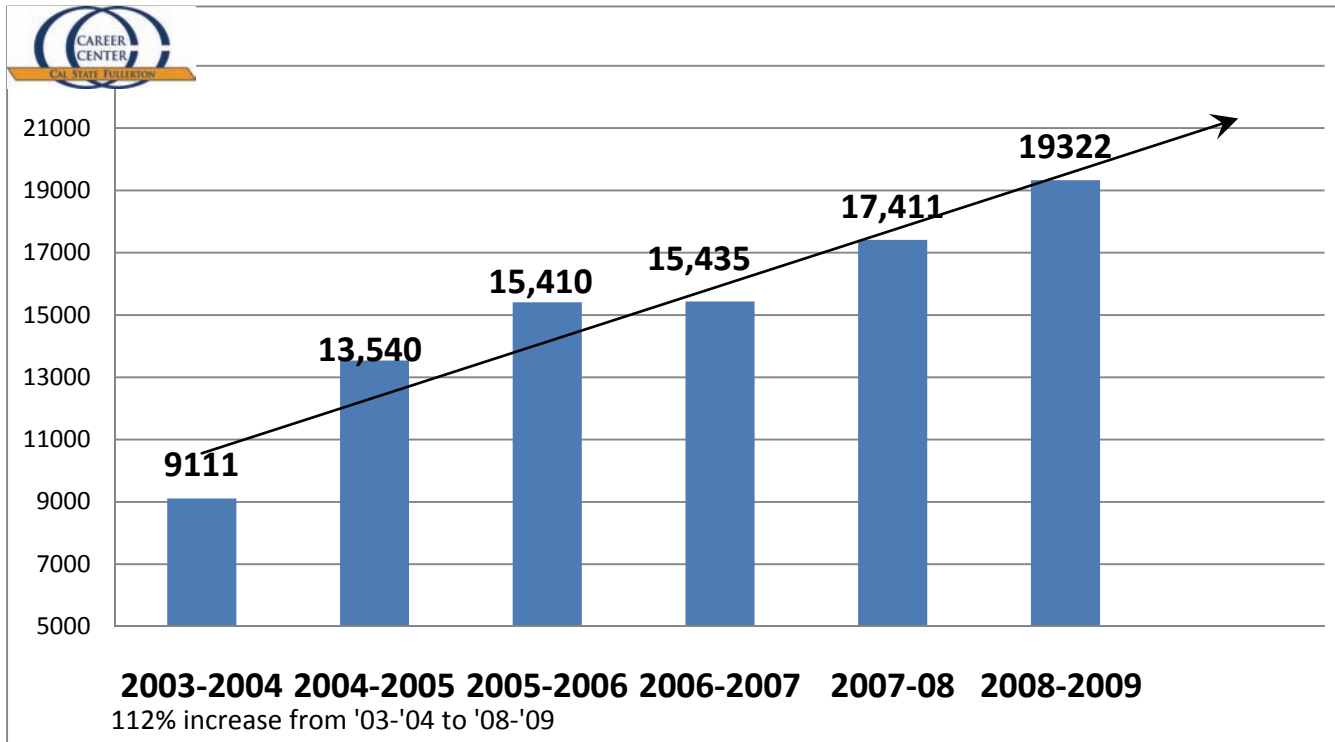
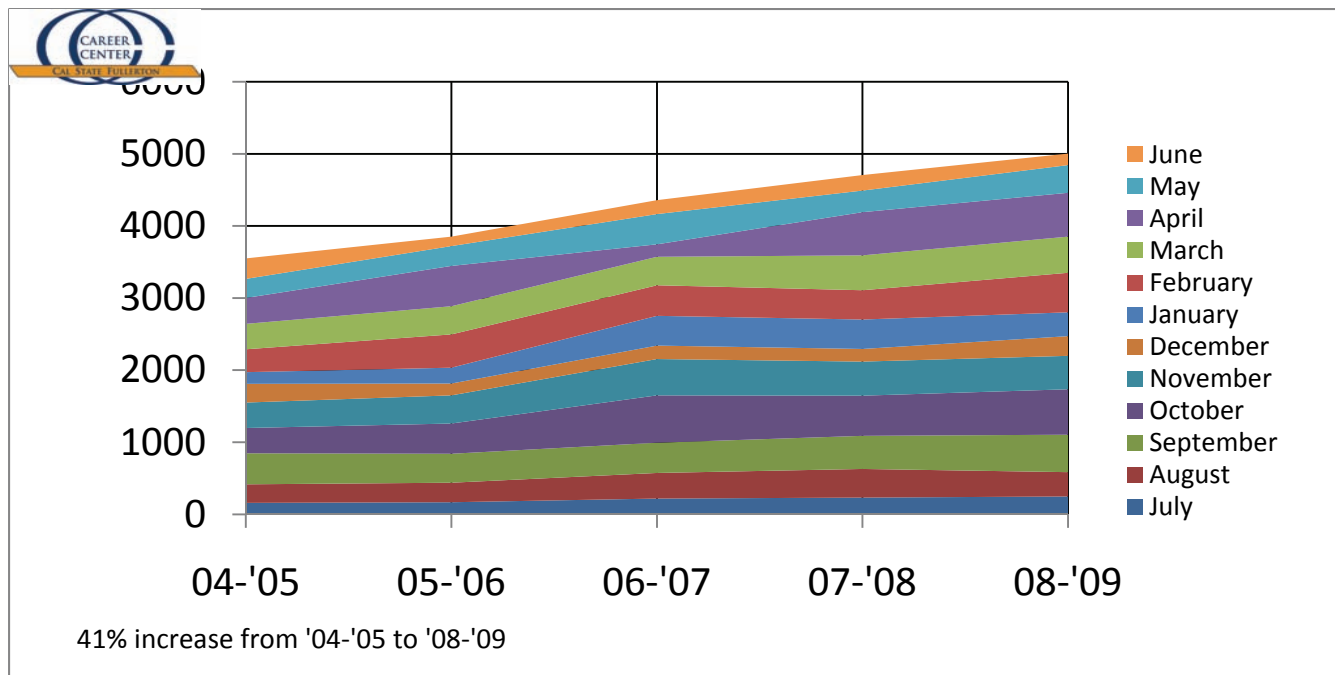


Figure 2 - Walk-in Counseling Sessions 2004-2009



STUDENT LEARNING OUTCOMES

Students who attended the February 2009 *Rush to Meet the Employers* event were asked several questions in an electronic survey about what they learned from participating in the event. Twenty eight of the 36 undergraduates and alumni (78%) responding to the survey agreed or strongly agreed that “Overall, this event was a valuable learning experience.” Twenty-four (67%) agreed or strongly agreed that “I developed a better understanding of the job market, qualifications and expectations of potential employers.” Twenty-two (61%) agreed or strongly agreed that “I developed confidence in how to present myself to potential employers.” The results support a continuation of this programmatic approach as other networking programs and events for students and employers are planned during the upcoming year.

In the upcoming year the Career Center will examine how to identify and measure specific learning outcomes related to one or more of our services, programs, and/or events. An assessment of these outcomes will be built into the program and/or service plan, consistent with the Division wide assessment initiative in Student Affairs.

CHALLENGES

Historically challenging job market for our graduates given the global economic crisis of the past year.

Continued accelerated growth in student demand for walk-in and scheduled counseling sessions.

GOALS

Creatively respond to the historically challenging job market for college graduates by creating a University wide campaign to engage students in an early, sustained, and effective job search process.

Focus additional attention to those industry segments of the employment marketplace, such as Federal Government and Health, which have the highest potential for growth in the near future.

Restructure the walk-in program, including examining capacity, scheduling, and available resources to maintain highest quality of service possible, in response to growing demand from students and faculty and reduction of staff to support these services.

Continue to aggressively brand and expand the Titan Connection Program and the Virtual Career Center, including both increasing student registration and registered student’s use of the system.

Work with each Specialist to develop and execute a detailed plan to communicate with registered students to broaden their use of career resources, as well as to increase the number of students registered in the system, targeted by distinct student segments, and integrated into the ^{TAKE} **FIVE** campaign.

Restructure student-employer related events to emphasize quality, student preparation, and targeted industries/colleges, including moving them inside and building them into the ^{TAKE} **FIVE** campaign.

Further develop targeted group programs, particularly those that are job search related, to support the ^{TAKE} **FIVE** campaign.

Continue to support the research in generational and diversity issues through the Center for Research on Employment and the Workforce (C.R.E.W.), especially the YEP Initiative.

Continue to raise approximately \$100,000 after expenses through job fair events, corporate contributions and sponsorships to support quality career development and services offered by the Career Center.

DEAN OF STUDENTS

MISSION STATEMENT

The Dean of Students Office creates learning environments in which students may explore their intellectual, emotional, social, ethical, and identity development with the support of professional staff resources. Students are empowered to embrace all learning opportunities at the university, as they become responsible community members through program planning, leadership opportunities, and development and enforcement of community standards. Students are challenged and also supported as they participate and learn. Programs and support services are provided to student organizations, student leaders, new students, and other members of the campus. In turn, students then provide programs and services to the student body, the broader CSUF community, and the local area through community service and service learning activities. We want students to graduate having developed character, civility towards others, sensitivity to community needs, and an improved ability to contribute to society as a result of their participation.

ACCOMPLISHMENTS

Created and implemented the “Students of Concern” Committee; served as chair for the first year of implementation.

Partnered with Academic Affairs in the evaluation of the first cycle of mandatory transfer student advising/orientation.

Developed instructional brochure that provides information to students on where to take complaints and concerns and to faculty on how to deal with difficult students.

Provided leadership on efforts to work closely with campus partners to examine the Senior student “exit” process and created a more celebratory, seamless experience at GradFest.

Provided leadership to programs and services that focus on ways to better serve evening students on campus.

Continued to pursue outside funding via grants and gifts, particularly in the area of leadership and volunteer programs.

Continued successful management of funds from outside agencies and the programs created with funds obtained via grants and generated funds.

Continued to serve on the Title V Team and successfully wrapped up final year of programs and services.

Provided leadership for the CSU/Edison Transfer Scholarship Program in the second year of implementation.

Continued to represent Student Affairs on the Western Association of Schools and Colleges (WASC) Re-accreditation Steering Committee and served as a very active member of the Committee.

CHALLENGES

Identifying grant and gift sources for expanded program goals.

Maintaining quality and quantity of services and programs while absorbing second year of 10% budget reduction.

GOALS

Lead campus efforts for a renewed emphasis on Family Educational Rights and Privacy Act (FERPA) and student privacy, including chairing the FERPA Review Committee, campus education on the new President’s Directive, planning for a campus wide training program, and audit of FERPA practices.

Continue development of a Parents Program, including an e-newsletter, a Parent Association and several campus events for parents. Continue to develop programs and services targeting parent support, including expansion of the Spanish Language Parent Orientation.

Continue to pursue outside funding via grants and gifts, particularly in the area of leadership and volunteer programs.

Provide leadership to the Sports Club Review Committee; lead efforts to make a recommendation to the Vice President for Student Affairs on how to handle increased demands for risk management and advising services.

Continue to serve as an active member of the WASC Steering Committee representing Student Affairs and insure that the Student Affairs perspective is represented in WASC processes. Prepare for the WASC Team CPR visit in March 2010.

Continue working with the “Students of Concern Committee” as chairperson. Create database of cases.

Expand involvement in activities associated with California State University, Fullerton (CSUF) as a Hispanic-serving Institution.

Continue to provide leadership for the CSU/Edison Transfer Scholarship Program.

Serve on the Irvine Campus Task Force representing Student Affairs.

DISABLED STUDENT SERVICES

MISSION STATEMENT

The mission of the Office of Disabled Student Services at California State University, Fullerton is to increase access and retention for students with permanent and temporary disabilities by ensuring equitable treatment and opportunity in all aspects of campus life. The program acts as a catalyst and agent for compliance with Federal, State, and CSU laws, regulations, and policies that mandate equal opportunity and access for persons with disabilities. Disabled Student Services provides co-curricular and academically-related services which empower students with disabilities to achieve academic and personal self-determination.

ACCOMPLISHMENTS

Installed 20 accessible computer workstations in the new Mihaylo College of Business and Economics. The priority to include these as a component of the teaching infrastructure speaks to California State University, Fullerton’s (CSUF) commitment to inclusion.

With the completion of the Adaptive Technology Center in the Information Learning Commons in spring 2008, a card key program for this resource was developed and implemented in fall 2008. During the fall semester, the Information Learning Commons Adaptive Technology Center was used 468 times by 20 card key holders with disabilities.

Updated adaptive and standard software on the 50 accessible computer workstations located in several sites across CSUF, assisting students, staff, and faculty with their adaptive technology needs.

The Alternate Format program experienced more than a 50% student growth rate over the prior year with requests increasing by 156 this year. Next to Braille, audio is the most demanding format to produce.

During the fall semester, interpreting services were provided for 12 Deaf and Hard of Hearing (D/HoH) students.

The 24th Annual CSUF SPECIAL GAMES – Kathleen E. Faley Memorial, held on Friday, May 1st, was nearly as large as our record-setting event last year with approximately 7,000 athletes and volunteers. This is only 500 less than last year, despite school bus expense challenges, and confirms the growing regional reputation of this very unique event.

Produced a new Disabled Student Services (DSS) Orientation Video. This project was geared to educating students about DSS policies and procedures. The videos were incorporated into mini-workshops for incoming students registered with DSS.

CHALLENGES

Assist with the system-wide and campus-wide planning and implementation of the CSU Accessible Technology Initiative (ATI).

Develop and implement a process for improving the creation of accessible instructional materials by the university faculty.

Research, propose, plan, implement, and support a process/procedure to include text transcription and captioning in locally authored multi-media prior to publishing and distribution.

Support an ever more complex network of adaptive technologies and accessible computer workstations distributed across the Cal State Fullerton campuses.

Continue to produce the highest quality alternate format instructional materials for students at Cal State Fullerton while constantly refining the efficiency of our nationally recognized production process.

GOALS

Work with the Instructional Materials Accessibility Specialist to develop a collaborative faculty training program with the Faculty Development Center to facilitate faculty creation of accessible instructional materials.

Purchase and install user monitoring software on accessible computer workstations used to accommodate students with disabilities when taking exams.

Develop and implement an online alternate format delivery system to reduce the need to provide alternate format materials on CD's and DVD's. This will improve timely delivery and increase efficiency during the production process.

EDUCATIONAL PARTNERSHIPS

MISSION STATEMENT

Encourage collaborative and supportive educational relationships between Cal State Fullerton and school districts, colleges and other community entities.

Enhance academic experiences that enable students at all levels to successfully pursue higher education.

Improve academic success through established comprehensive educational programs that advance the talent of underserved students.

ACCOMPLISHMENTS

Successfully secured a \$7.89M GEAR UP grant from the Department of Education for six years.

Implemented the GEAR UP Program in Sycamore and South Junior High Schools with over 1700 sixth graders participating.

Effectively completed the 4th and final year of the Kids to College Program with over 6,900 6th graders participating in the program.

Hosted and planned the Achieving College Network Counselor Conference for Santa Ana Unified School District.

Developed and implemented the 2nd year of the Individualized Track to Transfer Program with the Santa Ana Partnership.

Planned and developed College Day at Price Elementary School in Anaheim.

Partnered with five schools in Anaheim and Santa Ana to provide over 500 parents with the Parent Institute for Quality Education Program.

Successfully implemented the initiatives of the Collaboration for Higher Education in Anaheim Union High School District.

CHALLENGES

Meeting the increasing need for educational development programming in both South and North Orange County.

Developing comprehensive programming that integrates all TRIO programs.

GOALS

Identify and apply for educational development grants to enhance existing programs and implement new ones.

Develop new partnerships to support community college transfer.

Develop learning outcomes for each of the Educational Partnership programs.

EDUCATIONAL PARTNERSHIPS GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAM (GEAR UP)

MISSION STATEMENT

GEAR UP- Anaheim is an educational partnership between Cal State Fullerton and the Anaheim Union High School District.

The mission of the program is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The GEAR UP Anaheim Program serves a cohort of 1646 students beginning in the 7th grade at Sycamore and South Junior High Schools, and monitors and tracks a substantial number through graduation from Anaheim and Katella High Schools. Students are provided with comprehensive services and activities to ensure their educational success, including tutoring, academic counseling, workshops, a summer program, educational and cultural enrichment activities, college tours, career exploration, parent outreach, and professional development for target school math and English teachers.

ACCOMPLISHMENTS

In the short time that the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) has been established at California State University, Fullerton (CSUF), it has established a strong partnership with Anaheim Union High School District and community partners. In the last six months, GEAR UP has developed into a fully operational program with all activities established at Sycamore and South Junior High School. The GEAR UP schools are actively engaged in strategic planning and implementation of program activities.

Established an after-school program at our targeted schools. It was provided to all students who needed additional assistance with math homework. The average attendance per day was 40-50 students.

Academic tutors were placed in all 7th pre-algebra classrooms to support the impact of teachers and the curriculum. Our program was able to impact 1,646 students on a weekly basis. At Sycamore Junior High School, students scored higher in the state benchmark exams.

Implemented the Saturday Academy of Mathematics (SAM) at our targeted schools. Students received additional mathematical instruction in pre-algebra. SAM sessions were held each Saturday morning for a six week period. 150 students participated in SAM.

CHALLENGES

Increasing parental involvement in GEAR UP activities and events.

Developing a college going culture at school sites, in order to increase the education and expectations of students.

GOALS

90% of GEAR UP students will demonstrate improved academic performance in mathematics and English and will demonstrate readiness for postsecondary education.

65% of GEAR UP students will enroll and succeed in A-G courses.

Increase participation of mathematics, science and English teachers in professional development to 90%.

The program will graduate 85% of GEAR UP students and retain 90% of GEAR UP students annually.

Increase GEAR UP students who enroll in college to 65%.

75% of juniors/seniors will take college entrance exams for four-year college admission.

90% of students and their families will be informed about postsecondary education options.

90% of students and their families will have knowledge of necessary academic preparation for postsecondary education.

90% of students and parents will be knowledgeable about financial aid options.

EDUCATIONAL PARTNERSHIPS KIDS TO COLLEGE® PROGRAM

MISSION STATEMENT

In December 2005, the Sallie Mae Fund initiated a campaign to raise awareness about college financial aid options among underrepresented students in the state of California. As a part of this initiative; The Tomás Rivera Policy Institute (TRPI) partnered with the California State University Chancellor's Office to bring the Kids to College® Program to California. California State University, Los Angeles (CSULA) and California State University, Fullerton (CSUF) and this year, California State University, Northridge were selected as partner colleges to implement Kids to College® in surrounding 6th grade classrooms. The partnering CSU campuses' geographic locations in Los Angeles and Orange counties allowed the program to target student populations that have been traditionally under served and under represented in higher education. The Kids to College® Program in California completed its fourth year in 2009.

THE PROGRAM

Kids to College® (K2C) is an early outreach program designed to bring awareness of the importance of higher education by introducing 6th graders to college. Students are presented with a six-week curriculum that focuses on career exploration, educational options and college financing. The program culminates in half-day visit to California State University, Fullerton (CSUF).

In the winter of 2009, four visits to CSUF took place between January and March, consisting of 400 students per visit. A total of 67 classrooms and nearly 1,600 students participated in the program bringing the total students to just over 7,000 over the past four years. This year we had 14 participating schools from four school districts including Anaheim City School District, Fullerton Unified School District and Garden Grove Unified School District.

The Assistant Deans of all eight colleges provided interactive activities for the visiting students that engaged students with the majors. CSUF's team of volunteers included various campus departments including Educational Partnerships, EOP/Outreach, New Student Programs and Student Academic Services, to successfully implement the program in Orange County.

EDUCATIONAL PARTNERSHIPS RONALD E. MCNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM

MISSION STATEMENT

The Ronald E. McNair program has as its mission the preparation of economically disadvantaged and traditionally underrepresented students for doctoral studies. The objectives of the program include providing opportunities for students to define goals, engage in research and develop the skills and student/faculty mentor relationships critical to success at the doctoral level.

ACCOMPLISHMENTS

Met 100% of goals and objectives from 2008-09 academic year.

The California State University, Fullerton (CSUF) McNair Web site is the third most used of McNair sites nationally according to University of California, Berkeley.

80% of the McNair Scholars who graduated were accepted into graduate programs. Ten Scholars graduated and eight were admitted to graduate programs: University of California, Los Angeles; University of California, Davis; University of California, Santa Barbara; University of California, Riverside; California State University, Long Beach; Mills College and CSUF(2).

McNair Scholars were awarded the following scholarships/fellowships: Fulbright Fellowship and National Science Foundation Fellowship.

McNair Scholars were selected for internships and winners of academic competition: Sally Casanova Pre-Doctoral Scholar and National Institute of Health.

CHALLENGES

Developing methods of collaboration and partnerships with other campus programs which provide similar services to avoid duplication of efforts.

Assisting parents in understanding their role in supporting their daughter/son going to graduate school.

Ensuring participants have the appropriate financial aid assistance to support their education/goals.

GOALS

Identify and maintain 25 students annually. At least two-thirds will be both low income and first generation, and at least one-third will be students from groups underrepresented in doctoral education.

Provide academic support services to ensure that at least 80% of the Scholars will attain a minimum cumulative GPA of 3.5 by the time they receive their baccalaureate degree.

100% of Scholars who attain a bachelor's degree will have completed a research internship under the direction of a research faculty mentor.

100% of Scholars who complete the research internship will publish their research project paper in the McNair Scholars Journal, submit it to a professional journal for consideration and present their research at a McNair Scholars Symposium.

Retain at least 90% of the Scholars in the project from year to year.

80% of the participants will graduate within four years of their acceptance into McNair.

Ensure 100% of the graduating Scholars apply for graduate school, and at least 80% enroll in a graduate program.

Collaborate with campus colleagues on presenting research symposiums, workshops and other academic venues to support the McNair Scholars.

Network with university graduate school deans and administrators to assist Scholars in financing their graduate studies.

Work with the McNair Scholars Advisory Board to develop methods of attaining higher campus visibility.

EDUCATIONAL PARTNERSHIPS TALENT SEARCH PROGRAM

MISSION STATEMENT

Talent Search is a federally funded program designed to identify and assist individuals from disadvantaged backgrounds who have the potential to succeed in higher education. Talent Search provides students with year-round services in academic advising, career counseling, financial aid awareness and postsecondary planning and selection. The goal is to ensure that participants graduate from high school and continue on to the postsecondary institution of their choice. California State University, Fullerton Talent Search Program participants are selected from four high schools in the Anaheim Unified High School District: Anaheim, Katella, Magnolia and Savanna.

ACCOMPLISHMENTS

Initiated, co-coordinated and hosted the first Orange County TRIO Career Conference, in collaboration with CSUF Upward Bound, Santa Ana College Talent Search, University of California, Irvine Upward Bound and City of Anaheim-Project Support Anaheim's Youth (SAY). The goal of the event was to expose high school students to various careers and to help them make the connection between a college education and a profession.

Developed and implemented a parent component in partnership with the Tiger Woods Learning Center, the Consumer Credit Counseling Service of Orange County (CCCS-OC), and the Orange County Credit Union. The objective of the component is to inform and familiarize parents with available postsecondary financial aid. Provided family financial literacy workshops that addressed budgeting, credit scores, and debt.

In partnership with the offices of Congresswoman Loretta Sanchez, State Senator Lou Correa and the Anaheim Union High School District and the City of Anaheim, helped to bring the Cash For College Campaign to Anaheim High School. The objective of the campaign was to provide information and to assist high school students to complete FAFSA applications.

CHALLENGES

Increasing parental involvement in Talent Search Program activities and events.

Developing a college going culture at school sites, in order to increase the educational expectations of students.

GOALS

85% of the non-senior secondary school participants served will be promoted to the next grade level at the end of the academic school year.

85% of high school seniors will graduate from secondary school.

Of college ready project participants, 90% will apply for financial aid during each budget period.

Of college ready project participants, 90% will apply for postsecondary school admission.

During the next fall term, 70% of college ready participants will enroll in a program of postsecondary education.

EDUCATIONAL PARTNERSHIPS UPWARD BOUND PROGRAM

MISSION STATEMENT

The Upward Bound Program is a federally funded, comprehensive educational program designed to assist low-income and first-generation students to acquire the skills, motivation, and preparation to enter and succeed in a program of post-secondary education. Students are selected from Century, Saddleback, Santa Ana and Valley high schools, all in the Santa Ana Unified School District. Participants receive program services starting in their freshman year and extending through to the end of their senior year in high school. All students participate in academic preparation and enrichment activities throughout the year.

ACCOMPLISHMENTS

Retained 85% of 9th, 10th, and 11th grade project participants served during the previous school year.

100% of Upward Bound program participants graduated from target high schools.

100% of Upward Bound program graduates enrolled in a post-secondary institution, 58% of which enrolled at a four-year university.

CHALLENGES

Upward Bound participants' low academic performance in academic courses.

Increase parent leadership in Upward Bound Program components.

GOALS

Increase participation of Upward Bound Participants in mandatory activities.

Enhance services provided to students by developing a comprehensive set of learning outcomes and services tailored by grade level.

FINANCIAL AID

MISSION STATEMENT

The mission of the Office of Financial Aid is serving students. Each member of the staff in the Office of Financial Aid at California State University, Fullerton is committed to providing the student with the services and funds that are needed to achieve their educational goals. Our Mission is to remove the financial barriers to a student's education so that the student may enroll and complete his/her degree objectives. As financial aid professionals, we provide opportunities to learn, we ensure access to higher education, we promote the student's economic stability, and through our compliance with regulations, which govern the administration of financial aid programs, we ensure continuity in the delivery of state and federal student aid funds to the University.

ACCOMPLISHMENTS

Completed another year with no findings from annual audit conducted by outside vendor, KPMG.

Satisfied the requirements for participation in the California Grant Programs. This resulted in the renewal of the Institutional Participation Agreement (IPA) through 2012 qualifying the campus to continue to participate in programs providing \$16 million to qualified students.

Produced the annual FISAP for the federal government electronically in cooperation with Student Financial Services to assure federal allocation for 2010/11.

Restructured the Financial Aid office to group staff that work on common tasks together creating more team building and training opportunities for the staff.

Implemented the financial aid application cycle using Campus Solutions on March 17th (as planned) with more than 30,000 applications being added to the database followed by packaging \$64 million to 10,271 students on May 9, 2008. By year's end more than \$150 million will be disbursed to more than 16,500 students.

Successfully relocated systems staff to Langsdorf Hall to maximize work space in the Office of Financial Aid.

Began planning to implement the TEACH grant for 2009/2010 and updated our program participation agreement accordingly.

Identified significant improvements for processing Federal loans—Stafford and Perkins—using Campus Solutions. Eliminated data entry and scanning for more than 12,000 documents by allowing students to accept, decline and reduce their loan on-line.

Automated payment of parent and alternative loans reducing manual processing and expediting delivery of funds. Provided “real time” information to applicants via the web.

Changed the satisfactory academic progress policy involving collaboration with the campus community and publicizing the changes to students. The new policy is streamlined and less complicated.

Distributed \$150.3 million, a 13.3% increase from \$132.7 million distributed in 2007-2008.

CHALLENGES

Seek additional staff positions.

Improve telephone/email service provided to clients and the campus.

During the next three years, reclaim efficiencies in CMS that were equivalent to SIS+.

GOALS

Ensure compliance with regulations.

Enhance technology to ensure student access to education.

Create student-service improvements for applicants.

GUARDIAN SCHOLARS PROGRAM

MISSION STATEMENT

Cal State Fullerton's Guardian Scholars program is committed to supporting ambitious college-bound students exiting the foster care system. We provide a comprehensive program that contributes to the quality and depth of the student's university experience. We serve as a resource for young adults by assisting them with the educational and interpersonal skills necessary to become self-supporting, community leaders, role models, and competent professionals in their selected fields.

ACCOMPLISHMENTS

Provided financial and academic support to 39 Scholars.

Admitted 12 new students into the program for 2009-10.

Presented at the Statewide Consortium for Foster Youth and Higher Education at the Creating a Blue Print Conference, October 2008.

Presented at The California Wellness Foundation Conferences on Transition Age Youth (TAY) on Campus and attended conference on Organizational Learning and Evaluation offered to all grantees.

Eight Guardian Scholars received bachelor degrees in May 2009.

The Guardian Scholars Program was the recipient of the CWLA National Fostering Educational Success Award.

Three alumni were accepted into graduate degree programs at California State University, Fullerton (CSUF) starting fall 2009. Two of these alumni were selected as Dr. Robert L. Palmer Fellowship recipients.

Began first phase of implementing a unique counseling program specifically designed for Guardian Scholars.

Worked with Hearts and Hands United in Giving (HHUG) to create a partnership in supporting students by providing the incoming freshmen class with back packs filled with school supplies, dorm supplies and a gift card to Target.

Started a partnership internally with the Center for Campus Community Collaboration in providing support on its proposal to the U.S. Department of Justice, for a Field Initiated Research and Evaluation Program (FIRE). The result will include a formal process of evaluating the Guardian Scholars Program components and services by students.

Worked with the Orange County Summer Youth Employment Program to provide two Guardian Scholars with summer employment opportunities.

Worked with Parents Anonymous Inc. in providing support and collaboration on their proposal to the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention title "The Foster Youth Empowerment Mentoring Project", which will provide mentoring and support for at risk foster youth. This will be a great opportunity for students to serve the community and also provide part-time employment as they pursue their college degree.

Presented on Foster Youth and Counseling at the California College Pathways Web Seminar: Supporting Foster Youth on Campus.

STUDENT LEARNING OUTCOMES

The department is in the process of developing a learning assessment outcome measure for the career mapping program. This program is designed to assist students in obtaining knowledge and skills in researching career fields, creating resumes, developing communication skills and interviewing for potential positions. The assessment will be launched during 2009-10.

CHALLENGES

Continue to assist graduates with the planning stages leading up to graduation.

Continue to address mental health services among Scholars.

GOALS

Evaluate program space needs and availability on campus that includes individual and group study rooms.

Continue to work in changing the perception of counseling and psychological treatment so that students are open to seeking mental health services.

Develop a peer mentoring program pairing incoming freshmen with senior students, which would include peer mentor training and various events to encourage student connectivity between peer mentors and mentees through team building activities.

Continue to build cohesive collaborative relationships with internal and external agencies/organizations.

Continue to support conferences sponsored by the California Wellness Foundation to expand current partnerships.

Continue to work closely with the Career Center and Student Leadership Institute in developing the career mapping program to prepare senior students with the transitional skills required to become a successful career professional or graduate school student.

Continue to raise additional funds for scholarships through external resources to maintain the number of students accepted into the Guardian Scholars program each year.

HOUSING AND RESIDENCE LIFE

MISSION STATEMENT

The Housing and Residence Life program at Cal State Fullerton exists to provide students a clean, safe and stimulating environment in which they can pursue their academic programs. The housing and residence life program also serves as a stimulus for cultural and social education, community living experiences and leadership training.

ACCOMPLISHMENTS

Received construction and funding approval from the Board of Trustees for 1056 residential hall bed spaces and a residential dining facility at the cost of \$142 million dollars. Scheduled opening fall 2011 (see Figure 3, on next page).

Broke ground March 2009 on Phase III/IV Student Housing and Dining Facility project.

Maintained 99% occupancy in housing program averaging 809 students in residence with 821 spaces available.

Generated \$5 million in revenue. Virtually all funds due to the housing program were collected.

Replaced all Phase I sofas, lounge chairs, coffee tables and end tables.

Resident Advisor staff (21) hosted a total of 217 programs with 4,958 attendees. The Resident Student Association (RSA) hosted at least one major community program a month. Attendance at RSA programs ranged from 60-200 students (residents and commuters) per program. 30 California State University, Fullerton (CSUF) faculty and staff presented at various residence hall sponsored programs.

CHALLENGES

Balancing the emotional needs of troubled students with the needs of the residential community without seeming to penalizing troubled students for their difficulties or requiring the residential community to tolerate excessively disruptive behavior.

Determining the appropriate operational infrastructure for future housing expansion.

GOALS

Design a cutting edge residential dining program and successfully identify through RFP and bidding process an appropriate residential dining food service partner.

Ramp up marketing of on-campus housing program and residential dining to insure that the August 2011 Phase III opening is 100% filled. Identify campus constituents who have on campus housing needs and develop MOU for housing services.

Design Faculty-in-Residence (FIR) program for Phase III.

Figure 3 – Phase III/IV Student Housing and Dining Facility



Evaluate current Housing and Residence Life mission and goals in light of campus' enrollment and budget issues and trends.

Strengthen weekend programming in response to data from student satisfaction survey.

Develop comprehensive emergency response and management program.

INTERCOLLEGIATE ATHLETICS

MISSION STATEMENT

The Mission of the Department of Intercollegiate Athletics is to provide an intercollegiate athletics program that is an integral part of the total educational experience at CSUF and fits within the overall mission of the university; to ensure a quality academic experience for all student-athletes; to enhance the image of CSUF, both locally and nationally; to develop greater pride and involvement among the university's students, faculty, staff, alumni and community members; and to manage a fiscally responsible program.

ACCOMPLISHMENTS

More than 40 student-athletes graduated including three more from the men's basketball team for a total of 10 in two seasons.

The six-year NCAA graduation rate for freshmen student-athletes rose from 45% to 50%. The overall student-athlete graduation success rate was 61%.

The baseball team ran its streak of consecutive NCAA Tournament appearances to 18 and advanced to the College World Series in Omaha for the 16th time. The Titans won their 18th NCAA Regional Tournament and seventh Super Regional Tournaments, both at home, with a 5-0 record.

The softball team parlayed a second-place finish in the Big West Conference into its fifth consecutive post-season berth and 27th in 30 years. The Titans went 1-2 at the Regional Tournament hosted by defending national champion Arizona State.

The track and field team sent 14 qualifiers to the NCAA Regional competition and four advanced to the National Championships.

13 Titans were selected or earned first-team All-Big West Conference honors.

A total of 46 Titans earned all-conference academic recognition from the Big West, the Pac-10 and the Western Athletic Conferences, an increase of 11 over the previous year.

CHALLENGES

Continue to find creative solutions to the dilemma of developing and maintaining a comprehensive and successful Div. I athletics program during historically tight financial times.

Maintain a quality experience for our student-athletes.

Find new sources of income to offset the increased costs of scholarships, operations and travel.

Continue to increase student and faculty/staff participation at home athletics events.

Maintain the positive environment in the athletics department and the positive attitude on the campus toward the CSUF athletics program.

Continue to maximize rental income from facilities without disrupting our own programs and overburdening our facilities.

GOALS

Seek and admit more academically proficient student-athletes.

Improve Academic Progress Rate scores for sports with scores below the cut point.

Maintain scores for other teams and improve as appropriate.

Improve CSUF's standing in the Big West Conference Commissioner's Cup Standings.

Continue to upgrade the site and equipment at the Athletics Academic Services Center.

Continue to provide focused academic advisement, counseling and monitoring to facilitate progress toward degree as defined by Academic Progress Rate (APR) and NCAA regulations, to support graduation for all student-athletes.

INTERNATIONAL EDUCATION & EXCHANGE

MISSION STATEMENT

The Office of International Education & Exchange supports the Mission of the University and Student Affairs by advocating for and building a global perspective.

As a collaborative and creative resource center for the campus and community, we strive to provide the finest student-centered services with genuine sensitivity to the needs of students transitioning between countries and cultures; to uphold the highest professional standards in an environment of mutual understanding and respect; and to empower students to reach their full educational and professional potential through participation in international and intercultural experiences.

ACCOMPLISHMENTS

Realized a 7.6% increase in enrolled students (F/J and other visa categories).

Awarded a total of \$35,250 in scholarships and awards to Study Abroad from various sources: Gilman scholarships (from Department of State), Chancellor's Office Wang Family scholarship, International Education & Exchange (IEE) Ambassador awards, and several other grants.

Implemented the "Cross-Cultural Conversations" series, a bi-weekly informal discussion group to provide opportunities for students to share concerns and issues relating to academic success, college survival skills, career planning, volunteering activities, culture shock, etc. Collaborated with other Student Affairs units to provide learning opportunities where all student groups are integrated.

Participated in California State University Chancellor's Office audit of "Off-Campus Programs and Activities". Recommendations for study abroad area included coordination and communication with colleges to streamline processes.

Organized the following events in collaboration with other Student Affairs units and campus departments (1) annual International Education Week; (2) International Women's Day panel discussion; (3) career and employer panel workshop in collaboration with Career Center; (4) pilot workshop on study abroad re-entry.

STUDENT LEARNING OUTCOMES

A longitudinal pre-departure survey was initiated in spring 2008 to measure student learning outcomes related to study abroad. A post-participation survey will be implemented in August 2009 when the 2008-09 study abroad students return from their program. The survey will measure the benefits students gained through study abroad. This is the first time an SLO assessment will be implemented to measure direct benefits from study abroad in the areas of personal growth and intercultural awareness. Additional assessment tools are being developed so that SLO assessments will be administered on an on-going basis for every study abroad participant.

The International Student Interest Assessment was implemented at the fall 2008 New Student Orientation. Questions were asked about how much knowledge the newly-admitted international students have about the following areas before they arrived in the U.S.: immigration regulations and American culture. The assessment was used to determine if students became more knowledgeable about immigration regulations and American culture by attending the orientation program. This knowledge will assist them with compliance with immigration regulations as well as adaptation to American culture. Other questions in the interest assessment dealt with having sufficient knowledge of campus resources including career and employment options, academic issues, financial difficulty, and settling down issues (transportation, housing, making friends, etc). This information will assist IEE staff in improving orientation programs and developing new workshops that address student needs. As a result of participating in the orientation program, newly-admitted students will be able to demonstrate ability to identify campus resources that are available to assist them.

CHALLENGES

Explore funding resources to help defray the cost of study abroad.

Streamline study abroad processes (for transfer credits, travel, health, and safety concerns).

Achieve closer integration between IEE and colleges which offer faculty-initiated study abroad programs.

The Department of Homeland Security is preparing colleges for the implementation of SEVIS II, the second phase of the database tracking system which has the goals of achieving a paperless system and making the system more efficient and user-friendly. These changes will affect business practices through the interface with PeopleSoft. The launching of SEVIS II is scheduled for October 2009.

GOALS

Begin a campus-wide marketing campaign to increase study abroad numbers.

Research new funding resources to defray the cost of study abroad programs.

Continue the collaboration with Admissions & Records to monitor admission and enrollment numbers of international students in accordance with campus budget priorities.

Implement a new Global Leadership Certificate track to be offered through the Student Leadership Institute in collaboration with the Dean of Students' Leadership & Multicultural Development Programs. The goal of this certificate track will be to offer students the opportunity to become globally engaged.

Form a Study Abroad Council (in collaboration with Associate Vice President for International Programs and International Education Committee) to streamline faculty involvement in the promotion of study abroad and coordination of transfer credits and articulation agreements.

JUDICIAL AFFAIRS

MISSION STATEMENT

The mission of Judicial Affairs is to articulate to students the standards of behavior expected within the University community. Education of students within the context of these standards (which include honesty and personal integrity, respect for others, assumption of appropriate responsibility for one's own behavior) occurs both preventatively (publications, presentations, interaction) and reflectively (through the judicial process).

Corollary to the education of students is the protection of the University community. Standards of student conduct ensure respect for all members of the community and maintenance of an environment conducive to learning and personal growth. Protection of the community occurs initially through educating students about appropriate behavior and decision-making and subsequently through adjudication of inappropriate behavior when education has not enabled students to live within University standards.

ACCOMPLISHMENTS

Received a 2008-09 Retention Grant: "Academic Integrity: Foundation for Effective Writing Skills in CBE Students." Presented 10, two-hour workshops to students.

Completed workshops for faculty under a University Planning Initiative for 2007-08 (Supporting Teaching Excellence: Maintaining Integrity in the Classroom). Facilitated over 85 other presentations/workshops for students, faculty and staff.

Received a 2008-09 Mission and Goals Initiative, "Successful Classroom Strategies: Managing Disruptions in the Classroom." Developing a DVD to be distributed to faculty in fall 2009.

Selected to present poster presentation (Making Integrity Count is More than 1, 2, 3) at NASPA Western Regional Conference. Program recipient of NASPA Excellence Award - 2008 Bronze Winner.

Selected as Chair of the California State University Judicial Officers Association (CSUJO).

Assisted in university policy development through various committees including Academic Senate, Student Academic Life Committee, Student Affairs Policy Committee, FERPA Review Committee.

There were 371 students referred to Judicial Affairs for non-academic allegations. There were 241 referrals for use of lost/stolen or forged parking permits or misuse of disabled parking placards which comprised 65% of the total non-academic referrals to Judicial Affairs.

Plagiarism continues to constitute the single largest number of violations reported (154 students, 69% of total) which is comparable to last year's 70%.

Maintained efficient office procedures to ensure fair, consistent and timely response to allegations of violations of University standards.

Consulted regularly with faculty and staff (over 550) concerning the interpretation and application of University standards for student behavior.

STUDENT LEARNING OUTCOMES

A variety of learning opportunities are provided for students through the judicial process. Judicial Affairs is deliberate in the design of the program to meet the developmental needs of students and adheres to "best practices" of the profession.

The office maintains a myriad of reports including such data as Annual Report, Dean's Report, Greek Report, Housing and Residence Life Report, Parking Violations Report, Crime Statistics Annual Report, Falsified Document Report, Demographic Report, Sanction Report, Violations Report, Alcohol Report, Drug Report, Suspension/Expulsion Report, and Recidivism Report.

Document review of Sanction Report and Violations Report verifies that a variety of learning experiences are provided for students through the judicial process. Such experiences include but are not limited to, reflective papers, research papers, community service, alcohol and drug counseling/programs/treatment, apology letters, critical thinking workshops, ethics workshops, written academic plans, loss of privilege (housing, enrollment in classes, registration priority, repetition of course policy, etc.) follow-up meeting with Associate Dean, consultation with relevant faculty/staff, restitution, restraining order, personal/career counseling, disciplinary probation, revocation of admission, and suspension.

Specific learning outcomes include: intellectual growth; clarification of values; realistic self-appraisal; increased social responsibility; and clarification of personal and educational goals.

Judicial Affairs conducts an on-going review of student's reflective papers. A large percentage of students found responsible for violations of university standards are assessed a reflective paper as part of the sanctioning process. The papers are catalogued by behavior and then evaluated by projected learning objectives. Each paper is read by the Associate Dean and then evaluated on the self report of learning which has occurred. The evaluation scale is 1: high level of learning reported/reflected; 2: moderate level of learning reported/reflected, 3: low level of learning reported/reflected.

In addition, the Associate Dean reviews the recidivism report each year to determine how many students have been referred to Judicial Affairs for a second offense with special attention to repetition of the same type of violation. The review for 2008-09 indicated approximately a 5% recidivism rate for all violations and a 2% recidivism rate for the same behavior which is slightly lower than last year.

The results of these assessments were used to re-design workshop content and delivery, re-design sanction options, and frame discussions with offices on campus to assist in effecting institutional change by improving University systems.

CHALLENGES

As the volume of referred cases continues to grow, it has become more and more difficult to continue to adjudicate cases in a timely manner and to continue outreach and preventative programs with only one full time judicial officer on campus.

The office would benefit from a more comprehensive on-going evaluation and assessment plan.

GOALS

Maintain updated website and develop appropriate technologies to deliver outreach to students. Explore off-campus funding opportunities to support educational outreach initiatives.

Consult with appropriate students, faculty and staff on campus to address student conduct issues.

Develop and assess student learning outcomes following the student affairs assessment domains.

Collaborate with other departments on campus to secure a Title V grant for programs and services for graduate students.

Conduct presentations and distribute DVD's to faculty under the 2008-09 University Planning Initiative, "Promoting Student Success: Preventing/Responding to Disruptive Classroom Behavior".

Collaborate with the Faculty Development Center and other appropriate offices to provide relevant workshops for faculty (new faculty, current faculty).

Request participation in various training, orientation programs such as RA training, international student assistants and teaching assistants.

Adjudicate cases in such a manner to hold students accountable for their actions and interact with students in such a manner which fosters self-reflection, a greater awareness of their responsibilities within the academic community, and a greater sense of the personal responsibilities they have for their choices, the consequences of those choices and the direction of their lives.

Appoint and provide orientation, training, and support for Hearing Officers.

LEADERSHIP AND MULTICULTURAL DEVELOPMENT PROGRAMS

MISSION STATEMENT

The Dean of Students Office, Leadership and Multicultural Development Programs (LMDP) provides training opportunities and out-of-classroom experiences that encourage CSUF students to assess and develop the skills recommended for effective leadership and multicultural understanding. Our programs and services help students understand the emotional, environmental, intellectual, physical, and vocational dimensions of wellness that are important for successful participation in student organizations and/or leadership. The department also serves as a resource to student leaders and cultural and Greek Life organizations by offering advisement and training on event planning, group development, and organizational management.

ACCOMPLISHMENTS

Successfully transitioned 3 new department employees: Coordinator for Greek Life, Multicultural Leadership Center Director, and Administrative Support Coordinator to Assistant Deans and LMDP.

The Student Leadership Institute (SLI) was awarded a Target Community Grant in the amount of \$5,000.

Staff members continue to work with the NSM and ECS Retention coordinators to conduct departmental outreach to Science, Technology, Engineering, and Mathematics (STEM) majors as part of Title V program efforts. Strong efforts were made to continue to involve STEM majors with the SLI and the University Leadership Conference. The number of STEM and Hispanic students continues to remain steady for both programs.

The Student Leadership Institute served as the pilot program to test Learner Web for the Division of Student Affairs.

EMBRACE (Educating Myself for Better Racial Awareness and Cultural Enrichment) received the NASPA Region VI Innovative Program Award for Programming that “demonstrates innovation and creativity, and that contributes immensely to the growth of students”.

Continued the SafeSpace Program in collaboration with the Lavender Working Group. There are currently 91 SafeSpace Allies on campus. Recruited and trained five new trainers for the SafeSpace program.

Staff provided numerous classroom presentations and leader trainings throughout the year on the topics of diversity, leadership and getting involved on-campus. Trainings were conducted for New Student Orientation leaders, Residence Life Assistants, Summer Bridge students, and in University 100 courses. Staff also served as presenters for ASI Executive Senate and ASI Student Employee conferences.

STUDENT LEARNING OUTCOMES

Student learning outcomes were assessed for the University Leadership Conference. Outcome related questions were developed and included on the conference evaluation. The information has been compiled and is available for review.

Student Leadership Institute (SLI)

Evaluations were done after each SLI workshop. These evaluations are used to help the presenters understand what students liked and disliked about the workshop as well as what they learned or obtained from the workshop.

SLI students who received a track certificate participated in an activity requiring application of learned leadership skills.

Evaluations were given at the SLI Spring retreat in order to assess what the student leaders learned from the program.

Learning outcomes for specific SLI workshops were created to assist presenters in addressing key topics and making sure all SLI workshops in a specific track helped students gain specific leadership skills.

Learning outcomes measured, include: Facilitation Skills, Presentation Skills, Critical Thinking, Workshop Planning, Feedback – Giving and Receiving, Content Knowledge, Terminology, Racial Issues, Gender, Sexual Orientation, Religion, Disability, and Class.

CHALLENGES

On-going web support is needed for the department.

Financial tracking system for multiple funding sources needs continued improvements.

Appropriating staff time to secure external/internal funding for the department.

Implementing quality programs with reduced student staff, administrative support and funding.

GOALS

Hire and transition new Coordinator for Greek Life and graduate assistants (MLC and SLI).

Explore and secure external funding for the department, specifically the Student Leadership Institute.

Continue to provide quality programs and experiences to students in light of the current budget shortfall.

Identify department priorities as aligned with the department's core functions to determine which programs, events, or activities will continue or be eliminated due to funding.

Refine the department's financial tracking methods and approval process for expenditures.

Determine the future implementation of CSUF LEADS program (Leaders Engaging and Developing Skills for Success) on-campus.

Continue to provide support to cultural Greek councils/organizations which includes assessing event planning practices, academic health, and organizational and leadership development.

Develop and measure learning outcomes in support of the Division of Student Affairs assessment initiative.

Develop new and improved websites and publications for department programs to assist with information and outreach.

NEW STUDENT PROGRAMS

MISSION STATEMENT

From pre-admission to graduation, New Student Programs (NSP) provides services and programs designed to empower students and their families to create a meaningful educational journey at Cal State Fullerton. New Student Programs connects students to the valuable learning opportunities necessary for this journey via campus tours, new student orientation, information and campus referrals, leadership development and welcome activities. As a result of program participation and service utilization, students develop character, critical thinking skills and the interpersonal competence requisite for lifelong learning.

NSP programs and services include: New Student Orientation (NSO), Transfer Orientation, Parent Orientation, Student Life Orientation, Campus Tours, Titan WOW, Freshman Programs, as well as Student and Visitor Information Services including *Ask the Titans*.

ACCOMPLISHMENTS

Implemented significant restructuring of the General Education advising model for New Student Orientation, with the support of the Academic Advising Center and the academic colleges.

Collaborated with the Student Health & Counseling Center and the Women's Center to develop a new Student Life Orientation presentation focused on the impact of alcohol and sexual assault.

Implemented a learning outcomes assessment for Orientation Leaders focused on communication and public speaking skills.

Continued to refine the Orientación Familiar program and other Spanish language orientation services, as well as services for other underrepresented populations.

Continued to coordinate fundraising and advertisement sales for various program publications as appropriate.

Continued to provide leadership for campus information services, including convening a meeting of departments that staff information centers to discuss the need for an improved visitor information center at the entrance to campus near Langsdorf Hall.

Improved current marketing efforts to publicize the availability of our information services, including *Ask the Titans*, by partnering with the Dean of Students Office Evening Services committee, to promote the use of our services by evening students via posters, classroom presentations and Student Portal announcements.

Restructured the Freshman Programs website to better meet the needs of incoming students, parents, and educators campus and communitywide.

Admitted 50 first-time freshmen into pilot major-based learning community for students in the pre-nursing program.

Recruited peer mentors for all sections of University 100 and enhanced the mentors one-week training program held prior to the fall semester.

Collaborated with the Multicultural Leadership Center to conduct diversity awareness workshops in all sections of University 100.

STUDENT LEARNING OUTCOMES

New Student Programs developed and implemented a learning outcomes assessment for the orientation staff. Strong communication skills were identified as the primary learning outcome for the orientation leaders, and the leaders were assessed three times throughout their experience by their peers and various campus collaborators. The assessment rubric tracked the students' growth throughout their tenure as orientation leaders. At the end of the position, all leaders participated in an exit interview to discuss their progress in relation to these learning outcomes. In all cases, the leaders demonstrated enhanced public speaking skills. New Student Programs will be working to expand the use of these learning outcome assessments with other student leadership positions in the office. Within Freshman Programs, current learning outcome efforts have been focused on classroom learning. Both departments will be working to create specific tools in order to collect data during the coming year.

CHALLENGES

Manage staff transitions while continuing to offer high quality programs and services.

Adapt to the challenges presented by the current budget constraints and their impact on orientation, campus tours, visitor and information services, first-year and transition programming.

GOALS

Adapt the New Student Orientation agenda in order to ensure that students are able to get appropriate general education and major advisement.

Provide all first-time freshman and transfer students with an individual or major specific Titan Degree Audit which will be used as a primary advisement tool throughout each orientation session.

Promote the first-time freshman and transfer student pre-advisement tutorials, developed by the Academic Advising Center, to further prepare students for their General Education advisement experience at orientation.

Restructure Student Life Orientation to promote higher levels of student engagement.

Assess the Online Transfer Overview and incorporate changes to the program as needed.

Build collaborations with departments that provide transfer student services, including convening a meeting of departments that provide targeted transfer services.

Develop more comprehensive parent programs and resources.

Overhaul the NSP website including providing more comprehensive resources for parents, campus tours, as well as information and visitor services.

Develop program-based NSP budget management systems.

Continue to partner with the Dean of Students Office Evening Services committee to provide leadership on the marketing of programs and services available for evening students.

Develop a research agenda to ensure that necessary data is being collected to assess the impact of the various NSP programs and services, as well as instruments to measure learning outcomes among student leaders.

Continue collaboration with Strategic Communications to complete and launch the online virtual tour, and support efforts to develop additional technology driven tour options.

Develop policies and procedures for Unit 3 and Unit 4 personnel to participate in sections of University 100.

Continue to develop and assess the Freshman Future Nurses learning community.

STUDENT ACADEMIC SERVICES

MISSION STATEMENT

The Mission of Student Academic Services (SAS) is the integration and coordination of activities that enhance the goals of the University in the areas of student persistence, retention, and graduation.

The Office of Student Academic Services coordinates the operation and performance of eight separate and distinct Student Affairs units: Education Opportunity Program (EOP), Student Retention Services, Intensive Learning Experience, Center for Academic Support in Engineering and Computer Science (CASECS), Student Support Services, University Testing Services, the Student Diversity Program, and the Summer Bridge Program.

ACCOMPLISHMENTS

Facilitated the awarding of \$5,000 in scholarships to ten AB540 students.

In consultation with the Office of Financial Aid (FA), developed new FA packaging policy for participants to include summer attendance.

Received funding in the amount of \$9,739 for University Mission and Goals project: African American Males in Engineering.

Receiving funding in the amount of \$8,500 for the EOP/Project Reclaim Early Warning Program.

STUDENT LEARNING OUTCOMES

Student Academic Services coordinates and supports both academic learning and student development in the following programs: Center for Academic Support in Engineering and Computer Science, Educational Opportunity Program, Student Support Services, Student Diversity Program and Summer Bridge. The program coordinates study skills courses, seminars, educational workshops (i.e. learning skills, test taking, time management, computer and software classes) and learning communities. This year learning communities were designed to help students develop a strong sense of community during their first year of college. The student cohort was composed of 30 first-time EOP freshmen students involved in a two-semester time commitment. The student cohort attends selected courses such as English, Mathematics, American History, Reading 201-202, and a freshman orientation class designed to introduce students to the university structure and academic expectations.

Additionally, participants attended collaborative study groups in which the content of their general education classes were discussed and study strategies explored. The study groups were conducted by trained learning facilitators who worked closely with the program faculty, and who attended the general education lecture courses with the students. This was the second year that the program utilized a formalized Learning Communities Program and conducted learning outcomes assessment. Assessment completed after Fall 2008 indicated:

- Students in Learning Communities earned higher grades than their counterparts in regular classes. This was verified utilizing an academic comparison of the grades of students in the Learning Communities against those students not participating. The average GPA was 0.7% higher for those in Learning Communities.
- Students in Learning Communities are less likely to drop out of school than their counterparts in regular classes. This area will be evaluated after a four semester time frame.

- In the SAS Program, learning outcomes will be measured as follows: The program will be quantitatively evaluated by comparing the first academic year persistence and academic standing of the participants to those of a comparable group of like students. At the end of the spring 2009 semester, surveys will be administered to students to gather qualitative data. In addition, participants will be tracked in a seven-year, longitudinal study to determine their graduation rate.

CHALLENGES

Ensuring that every student is correctly enrolled in appropriate English and/or mathematics course(s).

Increasing the number of African American Males in the college of Engineering and Computer Science and at the campus in general.

Identifying external funding to support the AB540/EOP Block Scholarship Program.

GOALS

Continue to develop improved accountability systems designed to insure unit budget is updated to avoid cost center overruns and deficits.

Continue to provide data which indicates the persistence and graduation rates for EOP exception admit students is equal to or greater than that of exception admits in the California State University (CSU) System. This ongoing goal will be compiled and evaluated by the spring of each academic year.

Increase the participation of EOP/Summer Bridge students in learning communities by 25%. Increase the seven-year persistence and graduation rates for EOP exception-admit students to be equal to or greater than that of exception admits in the CSU by the end of the spring 2010 semester. This increase will be accomplished by academic tracking, enrollment of students in learning communities and improved tutorial services.

STUDENT ACADEMIC SERVICES

STUDENT SUPPORT SERVICES PROGRAM

MISSION STATEMENT

The Student Support Services (SSS) Program is one of four TRIO programs at CSUF funded by the U.S. Department of Education to assist disadvantaged students in reaching their educational goals. SSS targets low income and first generation and disabled college students, and provides them with educational services to ensure that they graduate, and then continue their education at the post-secondary level. The objective of the program is to increase educational opportunity, raise academic performance, improve retention and motivate for student success.

ACCOMPLISHMENTS

Successfully maintained and served 160 program participants.

Through program services, ensured that 90% of participants achieved good academic standing at the end of the school year.

Ensured that 48% of each cohort group graduated within 6 years.

Successfully awarded \$37,847 in SSS Grant Aid to program participants to reduce financial burden and increase academic achievement amongst participants.

Successfully increased student participation by adapting program services to better meet student needs.

Successfully balanced the SSS program budget by less than +.05% at the end of the project year.

STUDENT LEARNING OUTCOMES

Participants in the SSS program will demonstrate knowledge of fiscal responsibility, the consequences of accruing financial debt and key practices to avoid financial debt. Throughout spring 2009 participants were asked questions during their individual counseling sessions regarding their financial aid awards, their personal money management practices and what their plans were to manage their current financial obligations. A more formal learning outcomes assessment will be conducted during the fall 2009.

CHALLENGES

Ensure first time freshman participants receive intense academic support throughout their first year to avoid academic and administrative disqualification from the university.

Secure outside funding sources to increase the number of services provided to program participants.

GOALS

Measure participants' knowledge of fiscal responsibility and successfully implement program services to increase this knowledge.

Implement online, accessible program services.

Ensure 90% of all program participants achieve good academic standing at the end of the academic year.

STUDENT HEALTH AND COUNSELING CENTER

MISSION STATEMENT

The mission of Student Health and Counseling Center is to improve and support the overall health and wellness of all CSUF students.

ACCOMPLISHMENTS

Achieved three-year re-accreditation with Accreditation Association for Ambulatory Health Care (AAAHC).

Point and Click, a new electronic health record (EHR) software, was chosen and purchased along with Orchard and ProPharm, lab and pharmacy interfaces. This aligns SHCC with federal government initiatives for a national health information network and national standards for health information.

Expanded chiropractic services to include an additional day to meet the increased demand for services.

Held the 2nd annual Art 4 Health Art Show with an opening reception for artists and guests, coordinated with "Concert Under the Stars", in September 2008. This year, an Art Auction was held to make the art exhibit self sustaining.

SHCC had 48,477 student visits this year. Total student visits increased by 3,220 from last year. Of those visits, 30% were male and 70% were female.

Health Education and Promotion sponsored outreach events reaching approximately 25,000 students.

Successfully implemented the Titan Fitness Challenge, in collaboration with ASI, Inc., the Student Recreation Center, and Counseling and Psychological Services. 23 participants lost a total of 309 pounds over 10 weeks.

Family PACT services continue to grow with 2,839 students enrolling in the program this year.

STUDENT LEARNING OUTCOMES

A Social Confidence Group for clients with anxiety in social situations was offered in fall 2008 and spring 2009. The focus was on learning that anxious thoughts are protective signals rather than facts and to approach anxiety-producing situations incrementally to experience success rather than using avoidance/distraction. Learning is reflected in lowered anxiety. Quantitative measures to explore group effectiveness were used each semester. Group members filled out the Beck Anxiety Inventory (BAI) at first and last group appointments. In fall 2008, six members completed both the pre-test and post-test. In spring 2009, eight group members completed both the pre-test and post-test. The total average change per member was very large in both the fall (11.5 degrees) and spring (11.6 degrees). Results demonstrate the effectiveness of lowering students' anxiety through participation in this group. More outcome measures are planned for 2009-10 groups.

Guest lectures on Psychoactive Substance Use Disorders were provided to two Abnormal Psychology classes in spring 2008 and three in fall 2008. After each lecture, student learning was assessed regarding norms in an alcoholic family, the number one abused drug among children and adults, the definition of "one drink," and the best predictor of substance abuse. Results in spring 2008 (N = 67) indicated substantially lower average ratings of learning about defining "one drink" and the norms of an alcoholic family than of the other two learning outcomes. The data was used to revise the presentation so that in fall 2008 the lectures had greater consistency between the material presented and the learning objectives. In fall 2008, after the three lectures, very high average ratings of learning in each of the four areas assessed were achieved (range of 4.30 - 4.97 on a scale of 1-5, 5 = Excellent). The higher ratings of learning assessed in fall 2008 (N = 119) compared to spring 2008 demonstrate the increased effectiveness of the lectures in helping students learn important concepts about substance abuse.

CHALLENGES

Limiting enrollment at the University will significantly impact Student Health Fees collected and possibly services to students.

Learning and adjusting to the new EHR system, Point and Click as well as the lab and pharmacy interfaces, with changing roles for existing staff positions being identified and adjusted as needed.

GOALS

Continue to build collaborative relationships across the campus.

Continue to seek new and alternative opportunities for funding.

With current budget difficulties, continue to staff appropriately and provide high quality health care to CSUF students.

Fully implement all aspects of the new EHR system.

Continue to act as a resource to the campus for emerging healthcare issues.

STUDENT LIFE

MISSION STATEMENT

The Student Life Programs Department coordinates and provides training for student club and organization members in organizational leadership and advising on event planning and coordination of campus activities, advisor training and orientation; manages dissemination of information on university policies and procedures that govern campus activities and facilities reservations; facilitates and develops opportunities for student participation in community service and civic engagement and participation in community service projects; coordinates and advises the Sports Club Inter Club Council; coordinates the Co-curricular Achievement Record and assists the Dean of Students Office in development, implementation and enforcement of policies that govern campus activities.

ACCOMPLISHMENTS

Initiated Student Organization recognition process and recognized 271 student organizations. Advised and assisted the development of new organizations not previously recognized on campus.

Hosted the 12th Annual Student Life Achievement Awards for Advisors and Student Organizations with over 38 faculty/staff advisors and 118 student organization members attending.

Provided advising to the Associated Students, Inc. (ASI) elections process and Elections Commissioner. Coordinated the ASI Elections Program for fall 2008 and spring 2009.

Coordinated activities to serve 2,947 volunteers who provided nearly 11,000 hours of service to the community through a diversity of projects and special events. This represents a 33% increase in the number of volunteers and consistent number of hours of service.

Created an interactive Tent City exhibit for Hunger & Homelessness Awareness Week that challenged myths and misconceptions regarding the population.

Awarded two top awards from American Red Cross Blood Services, Southern California Region -- Most Units Collected by Site in the university category and the Platinum Award for a 49% increase in the amount of blood units collected in the 2008 calendar year.

Increased the total number of sport club participants in 19 sports clubs.

California State University, Fullerton (CSUF) was named to the Presidential Community Service Honor Roll with Distinction for the hours of service contributed by the campus community for the second year in a row, including service coordinated by the Volunteer & Service Center.

Collaborated with the Director of Risk Management to ensure that mandatory insurance was provided for all sport clubs and that high risk activities were effectively assessed to determine the level of insurance needed.

Conducted ACE trainings and presentations to approximately 350 students from: university 100 classes, student organizations and councils, and CSUF Summer Bridge.

STUDENT LEARNING OUTCOMES

The Student Life Programs department has integrated the use of a variety of assessments to assess overall program effectiveness as well as student satisfaction from club and organization members. Student organization involvement covers a wide variety of skill development due to the broad spectrum of categories of organizations that a student can participate in. The following learning outcome domains were used to measure student organizations learning: working with diverse backgrounds, social and civic responsibility, leadership, and self management.

Assessment Methods Utilized

A Student Organization Resource Center Customer Survey was administered and completed by a total of 219 student organization members using ZOOMERANG software. Questions were included to identify correlations in student development through student involvement in student organizations. A five point Likert scale was used to assess learning outcomes achieved (Strongly Agree, Agree, Disagree, Strongly Disagree, N/A).

Assessment Results

Of the 219 member participants surveyed, 85% of the students indicated that their involvement in student organizations contributed to their learning as follows: 84% ability to work with diverse backgrounds, 82% social and civic responsibility, 82% leadership, and 84% self management.

Volunteer and Service Center (VSC)

The following learning outcomes were measured for volunteer student leaders (Project Directors) and interns: communication, managing self, teamwork, civic/social responsibility and engagement, program management, leadership development.

Assessment Methods Utilized

Individual written goal setting activities during fall and spring retreat. Written documents were returned and discussed at the end-of-semester, in-person assessment/reflection meetings with the VSC Coordinator. On-going observation/discussions throughout semester – individual and team. Learning contracts for interns were completed. Final written Project Evaluation Report with learning outcome reflection questions.

Assessment Results

Assessment results demonstrated a high degree of student learning in the learning outcome areas. Students reported:

- Improved organizational skills and ability to balance responsibilities and manage time or an awareness of the need to improve in this area.
- Ability to focus both on the overall vision as well as details in implementing programming.
- Improved ability to communicate with co-Project Directors and volunteers to accomplish tasks, resolve conflicts, lead volunteers effectively, and ask for help.
- Greater confidence in leadership abilities, such as managing groups, bringing together diverse individuals to accomplish a common goal, conducting training with confidence and assertiveness, speaking publicly, communicating the mission of the organization and goal of various activities.
- Understanding of where one fell short of responsibilities and how to improve in future.
- Desire to continue helping those in need as a continuing student and/or in future career, change in behaviors impacting the environment and those in need, increased conversations about how to make effective change.

- The results during fall semester were used to encourage continued learning amongst returning Project Directors on learning outcomes where they still needed growth; this will be the case again from spring 2009 to fall 2009 for any returning Project Directors. In addition, the coordinator will continue to be more intentional about setting goals, reflecting on them throughout the semester and providing ongoing feedback for student leaders.

Sports Club Inter Club Council

The following learning outcomes were measured for Sports Club Inter Club Council Representatives: effective communication, understanding diverse populations, interpersonal communication, teamwork, civic/social responsibility, goal orientation and resilience. Learning outcomes were assessed in the following ways. Pre assessment survey administered in the beginning of the fall semester and a post survey assessment administered at the conclusion of the spring semester; assessment/reflection meetings with the Sports Club Administrator and ongoing observation and discussions throughout the semester with individuals and teams.

Assessment results reflected an increase in specific student learning outcomes listed from fall to spring semester in the following areas:

- Understanding how to work with diverse populations.
- 16% increase in teamwork, 12% increase in interpersonal communication, 14% increase in understanding the importance of volunteerism and community service, 13% increase in goal orientation, and 32% increase in resilience.

A Co-Curricular Education (ACE)

An ACE Survey was administered to a target population of 50 student members using ZOOMERANG software. The students selected for the survey were chosen based on their individual progress utilizing the ACE process. Each student selected had attended at least two individual one-on-one advisement sessions with the Assistant Coordinator of Student Life and had begun completion of their Co curricular Achievement Record. Questions were designed to identify correlations in student development through student involvement in utilizing ACE. A five point Likert scale was used to access learning outcomes achieved (Strongly Agree, Agree, Disagree, Strongly Disagree, N/A).

Assessment results identified an increase in student learning in the following learning outcome areas:

- 86% of the students surveyed strongly agreed that ACE one-on-one advisement sessions helped their professional development.
- Students surveyed indicated that they agree to strongly agree that ACE has improved their growth in the following areas: 71% planning, 57% desire to participate and explore various co-curricular activities, 72% ability to effectively reflect and extract skills learned and demonstrated through activities, 71% understanding of the importance of documenting activities, and 71% ability to articulate and apply skills learned more effectively.
- 100% of students surveyed indicated that the development of their Co-curricular Record (CAR) has helped them organize and effectively highlight their skills.

CHALLENGES

Enforcement of campus posting policies for off-campus groups or individuals.

Decreased programming for student organization leaders and advisors due to limited resources.

Office space privacy for meetings with students related to personal or confidential issues.

Insufficient staffing models.

Continue providing individual assistance to students in identifying opportunities for campus involvement and assistance with the ACE program with limited staff time.

GOALS

Continue to pursue opportunities for external funding.

Maintain the quality of our programs and services with a reduction in budget.

Increase communication with student organizations and university departments on policies related to campus activities.

Implement new Chancellors Office policies related to Sports Clubs.

Increase the number of organizations participating in Discoverfest.

Continue newly formed Project Read Fullerton partnership with Fullerton Interfaith Shelter and Project Buddies partnership with Troy Adult Transition Program.

Fully implement University Planning Initiative that was funded to assess and improve involvement of at-risk students in Volunteer & Service Center programs.

TECHNOLOGY SERVICES

MISSION STATEMENT

The Mission of Student Affairs Technology Services is to utilize technology to facilitate accomplishing the goals set by the Division in the dual paradigms of Student Service and Student Development. Student Affairs Technology Services will have an active role in the campus IT community by advancing Student Affairs needs and concerns as part of the campus IT planning.

ACCOMPLISHMENTS

Reviewed and approved 909 portal messages and 198 Bulletin Board messages.

Coordinated 620 website updates inclusive of updating content, building new websites, re-development and redesigned existing websites. Additionally, supervised student assistant and webmasters within the division in managing these and other divisional website updates.

Provided leadership for and managed the implementation of two major projects.

Implemented LearnerWeb, a web-based Learning Management System Framework to manage and track student trainings, workshops and volunteer events.

Established new learning communities in Blackboard for Veteran Student Services, AB540 Task Force, Knowledge is Power Conference, California State University, Fullerton (CSUF) Irvine Campus Support Services, Engineering and Computer Science (ECS) Freshman Support Services, Natural Sciences and Mathematics (NSM) Freshman Support Services and Educational Opportunity Program (EOP) Learning Community.

Served as consultant to various Student Affairs departments on website creation, website updates, database creation/management, server maintenance, security, ADA compliance etc.

Served on Information Technology (IT) search committee for staff in IT Computer Lab.

Initiated the CashCourse project to enhance existing financial literacy resources for CSUF students.

Chaired the Division Technology Committee, which includes representatives from each Student Affairs department. Committee has had monthly meetings with various high level IT professionals providing updates, training and presentations.

CHALLENGES

Inadequate reliable technical support/resources for completing all system projects. Relying on student assistants presents inconsistency in building knowledge capital and presents challenges in meeting necessary deadlines.

GOALS

Ensure reasonable compliance with ADA Requirements.

Complete website updates (Greek Life, Dean of Students, Alcohol and other Drugs), re-design (Women's Center), and development (Veteran Services) projects currently underway, while responding to ongoing web-based needs of the Division.

Continue to promote use of LearnerWeb among Student Affairs departments and provide appropriate training.

Complete Title V application and successfully move this application to production.

Actively participate in the implementation of all IT projects in Student Affairs.

Continue to provide resources, training, and support in applied use of emerging technologies (i.e., e-portfolio, iTunes University, Twitter).

Implement and promote use of CashCourse website and resources.

Develop sustainable business practices for managing and prioritizing divisional technology efforts.

UNIVERSITY LEARNING CENTER

MISSION STATEMENT

The mission of the Learning Center is to create learning opportunities outside of the classroom that involve collaborative activities for students, faculty, and staff. The goal of the Learning Center is to support the academic enterprise and ensure that every student has the opportunity to succeed.

ACCOMPLISHMENTS

University Learning Center (ULC) staff provided 15,049 tutorials, assisting California State University, Fullerton (CSUF) students with writing, math, GE courses, and major courses.

Collaborated with library staff to identify additional space, including five additional study tables and use of formerly restricted study rooms.

Increased the number of study groups offered by the ULC from 15 to 18.

STUDENT LEARNING OUTCOMES

Thirty students participated in the EOP Learning Community. At the end of one academic year, 29 (96.67%) were retained and 23 (76.67%) were in good academic standing. The latter figure compares favorably to the general EOP Exception First-Time Freshman cohort.

Forty-eight students enrolled in the ECS Scholars program during the fall 2008 semester. At the end of one academic year, 43 (89.58%) of the original 48 students were retained at the university with a group GPA of 2.37.

CHALLENGES

Increase the use of Federal Work Study for ULC tutors by 20%.

GOALS

Collaborate with academic departments and institute a program in which at least two students will earn independent study units for tutoring at the ULC in lieu of salary.

Maintain the highest possible level of service with the least amount of funds for tutoring.

Secure a minimum of \$25,000 in external funding to support the ULC.

WOMEN'S CENTER/ADULT REENTRY

MISSION STATEMENT

The Women's Center's mission provides education for the campus and surrounding community on the status of women and men in society today; fosters an environment to increase knowledge of gender-constructed norms; and focuses on the elimination of stereotypes, including racial, gender, sexual orientation, age and socioeconomic status.

The Adult Reentry Center (ARC) at California State University, Fullerton is dedicated to issues of the Adult Learner, and the successful completion of their educational goals. The center's mission provides support services to prospective students and current students 25 years of age or older who are returning to the college environment.

Veterans Student Services (VSS) assists veterans at CSUF in successfully transitioning and navigating the academic environment through guidance, support services and resources. Transitioning from military life to university life presents challenges and stressors not experienced by the general university population. VSS is committed to providing personalized services to veterans from orientation to graduation.

ACCOMPLISHMENTS

Established the Veteran's Services office. Veterans services provided services for 286 veterans.

Increased collaborations with Student Affairs units and Academic Affairs. Collaborated with Counseling and Psychological Services (CAPS), Housing and Residence Life, Freshman Programs, Human Services Department, Nursing Department, New Student Programs (NSP), Student Health and Counseling Center, University Police, Greek Life, Athletics, University Extended Education, and the Assistant Deans.

Increased workshop and special events attendance by 10%. Increased participation by 20%

GOALS

Increase outside funding by 20%.

Develop and market online trainings in partnership with the Center for the Study of Emerging Financial Markets, California State University, Fullerton (CSUF) Mihaylo College of Business and Economics.

ASSISTANT DEANS FOR STUDENT AFFAIRS

MISSION STATEMENT

The Assistant Deans for Student Affairs assist students during their matriculation at the university by providing an environment conducive to academic and personal growth. The Assistant Deans serve a vital role representing the Division of Student Affairs within each college. Actively working with students, faculty, and staff, the Assistant Deans integrate the holistic developmental philosophy of student affairs within the academic setting and engage the entire university community in academic and co-curricular learning.

ACCOMPLISHMENTS

Utilized technology such as Blackboard, the student portal and electronic newsletters to further enhance the Assistant Dean's connection to students, faculty and staff.

Participated in the Student Affairs assessment committee and contributed to the development of the Student Affairs Learning Domains.

Communicated with faculty, staff and students regarding changes to parking and Executive Order 1037.

Contributed to the preparation of reaccreditation by participating in various WASC committees.

Organized the Kids to College workshops for local 6th grade students.

Presented the Assistant Dean model to university administrators from China.

Contributed to the University Honors Convocation and Commencement ceremonies.

Worked with college Directors of Development to provide additional resources and fundraising opportunities for students and cultivate alumni connections.

Organized college awards ceremonies and Dean's List notification to recognize outstanding student scholastic and leadership achievements.

Updated the Assistant Dean website to include current student resources and college-specific information.

Continued to serve on the Campus-Wide Probation Advising Team and identified or conducted college-based interventions for probation students.

Coordinated college-based and department-based scholarship committees. Collaborated with Financial Aid to edit scholarship guide and coordinate the management of scholarship selection, awards and follow-up with scholarship donors.

Continued to promote co-curricular learning within the colleges by advising Inter-Club Councils and individual student clubs and organizations.

GOALS

Establish a set of learning outcomes for the Assistant Dean program that support the Student Affairs learning domains.

Partner with the Master of Science in Education with a concentration in Higher Education program to develop mentorships and training opportunities for graduate students.

Explore the possibility of holding an event in partnership with the Academic Advisement Center and Freshman Programs to introduce students to the various majors on campus.

Explore the feasibility of hosting a drive-in conference in collaboration with NASPA for student affairs professionals working in Academic Affairs.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF THE ARTS

ACCOMPLISHMENTS

Established strategic plan to develop a College of the Arts (COTA) Student Ambassador program.

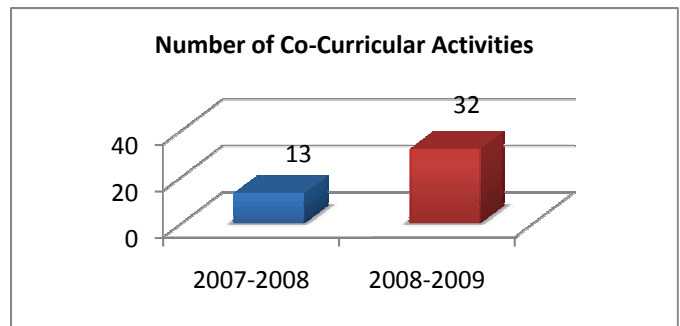
Successfully enhanced the leadership development component of the Arts Inter Club Council (AICC) executive board and representative members by facilitating an increased number of leadership-training retreats.

Increased the number of student organizations representing the college by 54% with representation of all three departments.

Successfully collaborated with key faculty and AICC students to implement the 5th Annual Arts Week celebration. Yielded a 200% increase in the number of events offered over last year and served over 3000 campus and community constituents during the course of the celebration.

Effectively worked with student leaders to enhance co-curricular activities for COTA students (see Figure 4).

Figure 4 - Number of Co-Curricular Activities



Partnered with each department to formalize probation and disqualification advisement. Worked with Admissions and Records to create academic probation service indicators that can be individually placed to require probation advisement prior to registration.

CHALLENGES

Leadership development of the AICC general members.

Lack of consistent advisor/student leader meeting opportunities for AICC executive leaders and COTA Associated Students, Inc. (ASI) Board of Directors.

Faculty involvement with the planning and implementation of ARTS WEEK as well as sufficient financial resources to support the events.

Ability to communicate events, policies and opportunities to COTA students.

Develop and implement learning outcomes assessment efforts in order to enhance program experience.

GOALS

Create and disseminate a COTA eNewsletter to students, faculty and staff.

Increase learning outcomes assessment efforts in order to enhance program experiences for AICC and general COTA students.

Supervise and contribute to the professional development of a student affairs graduate assistant for the COTA.

Continue to develop a COTA Ambassador Program to identify key students within the college who can serve as liaisons and representatives of our college at various campus and community events.

Continue to implement and enhance the leadership development component of the AICC.

Increase collaboration efforts with COTA faculty and AICC students to implement the annual ARTS WEEK event.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF THE COMMUNICATIONS

ACCOMPLISHMENTS

Provided high quality advising services to the over 3500 majors in the college. Continued to oversee the college Advisement Center (AC) and made enhancements to the physical space and continued upgrades to website. Assigned two student assistants to help the advisor complete 864 online Grad Checks (up from 730 in 2007-08).

Continued to work with the college webmaster to ensure timely updates and maintain accurate web presence. Elevated student, staff & faculty recognition and made a concerted effort to improve the aesthetics of the college website. Developed new student club/organization webpage template and worked with student leaders to populate content for eleven groups. Continued to utilize technology (student portal, electronic newsletters, announcement/probation alerts) to further enhance connections with students.

Spearheaded the establishment of a standard annual review of the Department of Communications study plan *Checklists*. Collaborated with the vice chair to develop a Checklist Maintenance Policy & Procedure Protocol that would ensure accurate and timely review and update of course requirements for five concentrations.

Nominated for the Associated Students, Inc. (ASI) sponsored *Outstanding Educator Award* by the college interclub council student members.

Served as one of three Comm Week advisors who teach taskforce members in the Comm 497 Event Planning course. Together, we direct and orchestrate one of the largest college-wide annual events. The successful 6-day event provided an interesting array of programs and speakers—one that involved community, alumni, faculty, staff, and students.

CHALLENGES

Identify additional strategies to reach more students and involve them in co-curricular activities.

Identify resources/staff support (due to increased number of majors) for the college advisement center and the grad check review process.

GOALS

Maintain quality advisement services to communications majors in light of the current fiscal climate.

Continue to develop multimedia components for the college advisement center website.

Develop a new graduate assistant position description and support the new Master of Education/concentration in Higher Education program.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF THE EDUCATION

ACCOMPLISHMENTS

Chartered the Alumni Association College of Education Chapter.

Chaired the WASC Task Force Student Engagement-3 committee.

Coordinated the California State University (CSU) Educational Doctorate reception held during the annual AERA meeting.

Collaborated with faculty, staff and students to increase student participation in clubs and professional development.

Utilized technology such as podcasts, online social networks, and the student portal to increase enrollment management efforts.

Collaborated with faculty and alumni to create the *Educators 4 Educators* Facebook page.

Participated in the strategic planning efforts of the Center for Creativity and Critical Thinking in Schools.

Created podcasts with student testimonials to display on the website.

Participated in campus-wide committee to develop marketing materials and communication plans to be part of the Hobson's graduate enrollment management database.

Organized the Student Affairs Resource Fair held during the Credential Orientation.

Collaborated with the Financial Aid Office to initiate efforts to award the TEACH Grant to College of Education students in high-need programs.

Represented the Assistant Deans on the Student Affairs Technology Committee.

Facilitated the annual student leadership retreat for College of Education student organization leaders.

Assisted in the preparation and programming for the Annual Autumn Awards Banquet.

Conducted *Dealing with Disruptive Students* workshop for Untenured Faculty & Full-time Lecturers Organization.

CHALLENGES

Continue to increase student membership and involvement in College of Education clubs and organizations.

GOALS

Continue to develop enrollment management plan and supporting marketing strategies and materials.

Expand college outreach and increase student access to university and community resources.

Develop co-curricular collaborations with faculty and student clubs and organizations.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF THE ENGINEERING AND COMPUTER SCIENCE

ACCOMPLISHMENTS

Successfully ran the second year of the Engineering and Computer Science (ECS) Scholars Program.

Conducted individual and group Probation Advising workshops.

Provided advising to the Engineering and Computer Science Inter-Club Council (ECS-ICC).

Provided support and/or leadership for the following events: Engineering and Computer Science Career Fair, ECS Week; Welcome to Cal State Fullerton Day; Kids to College ECS Visit and the ECS Spring Awards Brunch.

CHALLENGES

Continue to provide continuity of service to ECS students with the staff turnover in the Assistant Dean position.

GOALS

Permanently fill the Assistant Dean position and successfully transition a new person into the role.

Provide intentional leadership development and training to ECS-ICC general council and officers; increase communication and collaboration among member organizations.

Create and implement a plan for the continuation of the ECS Scholars program.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF THE HEALTH AND HUMAN DEVELOPMENT

ACCOMPLISHMENTS

Advised pre-nursing and Health Science students on probation.

Implemented an active learning strategy to connect new students to each other for Student Life orientation – led by our Health and Human Development Inter-Club Council (HHDICC) student leaders.

Helped coordinate the inaugural Freshman Future Nurses learning community and co-facilitated a fall and spring section.

Utilized technology such as the student portal and electronic newsletters to further enhance connections with students, faculty and staff.

Coordinated academic advisors and presented the college portion of New and Transfer Student Orientation on 15 days as well as attending the Parent Resource Fair.

Participated in the Campus-Wide Probation Advising Team.

Presented at the International Career Development Conference and served on the Planning Committee; presented at the On Course National Conference.

Continued work with webmaster to keep the College's website information current and relevant.

Conducted an active learning strategy with the Assistant Dean for the College of Education and an undergraduate student for the Kids to College program on three days.

Coordinated an inaugural Grad School Program for the College, sponsored by the HHDICC.

Hired and trained a graduate student for community college outreach, and supervised a graduate student in the College of Engineering and Computer Science (ECS).

Assisted the College of ECS with student related activities. Contributed to the planning of and emceed the Awards Brunch, conducted group and individual probation workshops, participated in Professor for a Day and Commencement events and advised the Inter Club Council. Coordinated the academic advisors and presented the college portion of New and Transfer Student Orientation as well as attending the Parent Resource Fair.

Contributed to the University's Honors Convocation and Commencement ceremonies: emceed the Counseling Department ceremony.

Coordinated the Colleges of ECS and HHD presence at Welcome to Cal State Fullerton Day.

Coordinated the college-based scholarship committees.

STUDENT LEARNING OUTCOMES

The Health and Human Development InterClub Council Executive Board consisted of 3 elected, paid officers and 2 unpaid recruited officers. At the January midyear retreat, the Executive Board established three learning outcomes: to create a structure for developing new leaders; engage the council members to attend meetings and events; and to foster unity within the Executive Board to hold each other accountable. Learning outcomes were evaluated in part using the pre and post *On Course Self-Assessment*.

CHALLENGES

A place for students to gather in the Education Classroom Building.

GOALS

Participate in the Fullerton First Year learning community: implement learning outcomes.

Supervise a paid graduate student and unpaid summer intern from the Master's in Higher Education program.

Coordinate a campus-wide Meet Your Major event with the Assistant Dean's, Freshman Programs, Academic Advising, and the Career Center.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF THE HUMANITIES AND SOCIAL SCIENCES

ACCOMPLISHMENTS

Awarded Retention Initiative for Supplemental Instruction for two “gateway” courses.

Offered six comprehensive Probation Workshops utilizing techniques learned during “On Course” training.

Advised the Humanities and Social Sciences (H&SS) InterClub Council (ICC) through its first comprehensive week-long H&SS Week Event, which included faculty lectures and a student research symposium.

Offered “Brown Bag” Lectures with our H&SS Faculty and our liaisons from the Career Center and Counseling and Psychological Services (CAPS) in the Student Access Center (SAC).

Continued to offer a monthly “Pizza with the Dean” in the SAC, the African American Resource Center and the Chicana/o Resource Center.

Addressed incoming Freshman and Transfer Students at 14 New Student Orientation (NSO) events, as well as five Student Life Orientations.

Sat on the campus-wide Transfer Student Orientation Team that successfully petitioned the Academic Senate to make Transfer Orientation mandatory for the first time.

Continued to publish an H&SS newsletter online each month that is distributed to all H&SS students via their portal.

Hosted an H&SS Faculty authors mini-lecture and book signing event in the SAC.

Expanded student participation within the H&SS ICC.

Co-hosted a successful alumni event for our students in collaboration with Health and Human Development (HHD) and the Career Center.

Coordinated H&SS efforts during Welcome to Cal State Fullerton Day.

CHALLENGES

Despite our progress by the faculty, H&SS still fell short of our goal of 100% participation at NSO.

GOALS

Offer Monthly Faculty/Student series on “What it is like to be an American in the 21st Century”.

Offer several “Brown bag” lunch and lectures sessions in collaboration with campus liaisons.

Continue to support monthly “Pizza with the Dean” sessions.

Offer probation workshops for all H&SS students on academic probation.

Expand the Humanities and Social Sciences Week Events.

Plan a spring series with the H&SS ICC leadership for several “My Last Lecture” sessions with selected faculty.

Work closely with the Director of Development to help raise funds for various student projects.

Seek additional funding through retention initiatives to assist in the creation of new retention services.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF THE NATURAL SCIENCES AND MATHEMATICS

ACCOMPLISHMENTS

Coordinated the 2009 Honors Convocation.

Worked with the members of the TEST:UP Coordinating Council and Implementation Team to launch programs for the first year of the grant.

Individually advised approximately 160 students on academic probation.

Presented workshops to first time freshman on academic success which contributed to the decrease in the percentage of first time freshman on academic probation from 34% to 27%.

Served on the WASC Task Force SE-2.

Chaired the search committee for the Assistant Dean for Student Affairs in the College of Engineering and Computer Science.

Coordinated the College of Natural Sciences and Mathematics (NSM) participation in the Kids to College program for the fourth year.

Coordinated the Young Black Scholars visit for the ninth year.

Continued to implement the Edison Scholars Program in the College of NSM.

Completed training to become a Safe Space Ally.

GOALS

Work with faculty and staff at Citrus College on the implementation of their CCRA Grant through the Department of Education.

Coordinate the Southern California Edison/CSU Scholarship across the five participating campuses.

Work with NSM-ICC executives to develop and assess student learning outcomes.

Plan and implement the 2010 Honors Convocation.

Continue to direct the Student Affairs Policy Committee in the role of offering policy review for Student Affairs departments.

ASSISTANT DEANS FOR STUDENT AFFAIRS IRVINE CAMPUS

MISSION STATEMENT

Student Services Center at the Irvine Campus has the following specific goals: To contribute to the recruitment, enrollment, retention and graduation of students through the provision of essential services that support involvement in active learning and academic success; To encourage comprehensive student learning and development by (a) creating and facilitating experiences, programs and other opportunities to extend instruction beyond the classroom, and (b) providing intentional co-curricular learning experiences through counseling, mentoring, workshops and programs that directly contribute to the personal and academic goals of Irvine Campus students; To contribute to the design of an overall campus community that results in a caring and diverse community, where meaningful involvement in campus life and positive interaction is promoted; and to represent the Division of Student Affairs.

ACCOMPLISHMENTS

Merger between Student Affairs and Enrollment Services offers new support for students from initial pre-application advisement sessions through graduation.

Expanded the number of general academic advisors from one to three; restructured staff responsibilities and provided extensive on-going training.

Continued administration of the Spring Student Services and Facilities Survey; achieved a 20% response rate (950 responses).

Developed Student Services "daily survey"; placed the survey in the Student Affairs Office and Titan Student Union. Implemented extensive review and revision of document scheduled for fall 2009 administration and weekly review of responses.

Implemented several student communications projects utilizing social network sites.

Provided recruitment presentations in each lower-division class offered by Irvine Valley College at the Irvine Campus.

Fully developed On-Line Academic Advisement procedures; approximately 10% of student queries received, researched, and resolved in this manner.

Produced Irvine Campus Advisement and Retention Plan for 2009 with built in outcomes assessments.

Completed planning and development of Irvine Campus Study Group program targeted at students in high attrition courses.

Completed planning and development of Irvine Campus Early Warning System to identify at-risk transfers to target for special service program to increase graduation opportunities.

Completed development of campus-based electronic recordkeeping system to record advisement outcomes for students served at Irvine Campus.

CHALLENGES

Budget reductions have reduced non-academic services to Irvine Campus students; campus offices have reduced visitations and scheduled hours at Irvine Campus.

Food Service remains minimal; no hot or fresh foods available on campus.

STARI Implementation delayed an additional year; project components to work more closely with community college counterparts to “track students” also delayed.

GOALS

Initiate discussions with CSUF departments for collaborative ideas to address dedicated staffing needs for IRVC student services.

Assign higher priority to the presentation, maintenance and updating of the website. Continue utilizing the website as a primary source of information and communication to students, staff, faculty and community.

Development of co-curricular and career-oriented programs that are sensitive to time constraints of Irvine Campus students. Continue the development and broaden the scope of the *Legacies* Program to incorporate classroom and community involvement and participation.

Initiate and be more intentional in developing stronger collaboration with Assistant Deans in each college to provide more college presence at IRVC and promote department student organizations participation at IRVC.

Take proactive steps to secure faculty support for and significant student involvement in program development, scholarship selection, or other Irvine based programs or projects.

ASSISTANT DEANS FOR STUDENT AFFAIRS MIHAYLO COLLEGE OF BUSINESS AND ECONOMICS

ACCOMPLISHMENTS

Successfully implemented policies and procedures related to the Student Club Center, the College Tutoring Center, the Business Honors Center and the student break-out rooms.

Recruited and trained over 40 student ambassadors to assist with the “First Week of School” at the new Mihaylo Hall and to provide tours and support for the Grand Opening of the building.

Encouraged collaboration amongst the business clubs/organizations. Three additional clubs were established during this academic year.

Ensured the presence of the Business Inter-Club Council (BICC) at the all-College Faculty Forum in the fall. Allowed the BICC to get more faculty support for *Business Week 2009*.

Collaborated with the Associate Dean of Academic Affairs and Faculty Development and the Assistant Dean for Academic Affairs to set parameters for the new Business Honors Program. Served on the Honors Council for the entire year. Conducted close to 80 student interviews to select the incoming Freshman class.

Created and printed the “Spring 2009 Student Services Quick Reference Guide” for faculty.

Selected as the recipient of the Titan Excellence Award in May 2009.

Presented the Assistant Deans for Student Affairs Program to 25 Mainland China Student Affairs guests.

Managed the Assistant Dean for Student Affairs budget for the second year.

Planned and exceeded both fall and spring Dean's Honor List Receptions with an increase of over 30% in recipient participation for both events.

Improved the efficiency of appointment setting in the College Tutoring Center with the purchase of an established online system. Tutors served approximately 2,700 students during the academic year.

Developed a communication tool for business clubs/organizations to assist with promoting their respective events. Portal usage increased substantially this year.

Improved logistics of the Beta Gamma Sigma (Business Honors) Induction Ceremony and exceeded the event.

Continued to serve on the University Future Scholars Committee to review applications and to select recipients for the scholarships.

Recruited a business faculty member to present at the Knowledge is Power V Conference. Continued to serve on the Student Affairs Staff Development Committee.

Facilitated the administration of scholarship applications and chaired committee with departmental committee members to determine the recipients of the college-based awards. Planned and exceeded the College Scholarships and Awards Ceremony.

Served on the College Commencement Committee and contributed specifically to the recruitment of student speakers for both commencement days.

Hosted and provided support for the 10th Summer Business Institute (run by the Academy for Business Leadership) with the assistance of the Student Affairs and Information Technology Divisions.

Participated in the Kids to College Program by providing a hands-on team activity which taught kids the marketing concepts of business.

CHALLENGES

Maintain regular communication with colleagues in the Dean's Suite and faculty colleagues. The location of my office (in the East Pavilion) has made regular communication more of a challenge.

Be creative and work with limited resources in the light of the budget cuts. Maintain the quality of service to the students who are seeking tutoring assistance.

GOALS

Continue to educate our students on "new" policies and procedures related to student spaces.

Assist the Business Inter-Club Council in recruiting freshmen and sophomores as ad hoc members.

Work with the Director of the Business Honors Program to establish meaningful activities for the students as they participate in a required 1-credit course.

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